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ABSTRACT

This curriculum guide is intended to help California community college educators understand and develop a vocational program in health care, community care, and school food service. It establishes the general need for such a program, and provides guidelines to help educators determine if there is a need for such a program in their geographic location. Guidelines on program implementation, how to meet government and professional association standards, and how to evaluate the programs are also provided. The curriculum guide divides the vocational program into five job titles, which in ascending order of responsibility, include: Food Service Assistant I, Food Service Assistant II, Dietetic Assistant I, Dietetic Assistant II, and Dietetic Technician. A suggested core curriculum is provided, along with additional suggested course offerings for each of the job titles. A full job description, and a list of job functions are offered for each job title, and course descriptions, including learning objectives and suggested texts are provided. Appended are instructions on how to use the course outlines, a list of colleges in California currently offering some or all of the program, a sample survey instrument, sources of assistance for program development, and a bibliography. (Author/NHM)

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# A GUIDE FOR FOODSERVICE EDUCATION

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
AUGUST, 1975

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HEALTH CARE, COMMUNITY CARE AND SCHOOL FEEDING IN CALIFORNIA
-DIETETIC SERVICE SUPERVISION CURRICULUM GUIDE

*in memory of Dolores Nyhus –*

an expert and a leader in the field of health and nutrition care for the chronically ill and aging

an effective leader in the profession of dietetics

a pioneer in supportive personnel education

an early visionary for the need to develop career ladders to avoid dead-end jobs

a remarkable lady

a great human

## PREFACE

California Community Colleges are sensitive to the needs of people in their respective college districts. To this end each college strives to provide the necessary occupational programs to meet the employer demands as well as those of its students.

Special occupational programs are designed to fulfill the obligation of the college to the community. These programs are constantly examined and revised for relevancy to meet the local practices as well as those national and current standards which are used as a base for planning. Each program is structured to allow for growth of the student and for mobility in his chosen field if he so desires. Many of the occupational programs may be used as a foundation for education that leads to a higher degree of achievement.

This present curriculum guide has been prepared to assist our colleges to achieve high standards of preparation and is meant to be used as a model.

It is my hope that this material will provide the guidance for continued high performance by college personnel who are participating in preparing students for a career in the foodservice occupations.

*Sidney W. Brossman*
Chancellor

## FOREWORD

This educational guide for Foodservice Education in the California Community Colleges has been compiled to be used for the development of new programs or for the improvement of existing programs. The material was structured and edited by Foodservice professionals and educators in 1975.

The project was planned and conducted by The Chancellor's Office, Division of Occupational Education, under the direction of Velma S. Johnston, Specialist, Home Economics Education, and Cherri Harris, Home Economics Education Intern, California Community Colleges.

The content for the model curriculum was derived from input of state advisory committee members, workshops and state and national standards of the dietetic and food service associations.

The contents have been presented to aid all interested persons in establishing relevant and active programs that meet national and state standards.

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This publication was prepared by Coast Community College District in cooperation with the Chancellor's Office of the California Community Colleges pursuant to funding under the Vocational Education Act of 1968 (Public Law 90-576).

A GUIDE FOR FOOD SERVICE EDUCATION IN CALIFORNIA

HEALTH CARE, COMMUNITY CARE AND SCHOOL FEEDING


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Note:

Because the color coding of sections in the original document will not be apparent in ERIC reproductions of the document, Course Outlines originally included in Appendix A have been interleaved with the appropriate Job Function descriptions in the body of the text.

## I What is the guide?

Educational programs for food service employees, other than as in service education or correspondence coursework, have been one of relatively recent origin. Although the professional education of a dietitian, food service administrator or director has been both recognized and in many cases required for administrative levels of employment, little state or national effort has been expended in recognizing the need to provide an educational background as support to the various levels of food service personnel. Recent Federal regulations requiring a minimum qualifying educational experience for the dietetic service supervisor in skilled nursing facilities was a catalyzing factor in prompting the state of California to set up a network of community college programs to meet this need. The original PRELIMINARY CURRICULUM GUIDE FOR THE TRAINING OF DIETETIC SERVICE SUPERVISORS-LEVEL I includes the curriculum for this special in-service program as well as the responsibilities of the colleges who serve as central or designated sites for the program. The California Dietetic Association has taken an active position to support this minimum training program for the experienced supervisor to meet Federal regulations recognizing an accompanying need to provide more comprehensive programs. It is the intent of this Guide to establish a model curriculum for a multi-level educational program.

The California School Food Service Association has implemented a voluntary certification program for its employees based upon the completion of a series of courses for each level of employment held. The relatedness and similarity of courses for school food service personnel to that of health care personnel was readily apparent.

The Advisory Committee to the California Community College Chancellor's office has representatives from the above two associations as well as from the Public Health Department, Department of Education and from the Hospital and Health Facility Associations. It seeks to recommend a multi-level educational program which can be offered on a cost-effective basis for school food service, community care and health care personnel.

This Curriculum Guide is intended for educators within the programs and for college administrators as they seek to both understand and implement the various levels within the career program. Utilizing a shared Curriculum or cored course for the majority of the coursework, it requires only a select few specialty courses geared uniquely for the school or health care options.

The necessity of regional planning by the central site or designated site colleges in order to avoid unnecessary duplication of programs cannot be overstressed. Since the bulk of the anticipated students will attend on a voluntary rather than a mandated basis, only the designated colleges should participate in the program until such time as need for additional programs is verified. Other colleges can, however, continue to serve on a related or associate basis.

Funds for the Preliminary Guide were obtained through a grant from the Region IX of the Department of Health, Education and Welfare. Funds for continued research, writing and publication of this Guide have come from vocational education research monies from the Community College Chancellor's office. Input and advice for content was gathered from several workshops held over the past several years, from established community college programs, from members of the Advisory Committee to the Chancellor's office, and from various consultants to the project.

It is hoped that a careful reading of this Guide and the establishment of thoughtfully implemented programs will provide food service employees with a sound educational base for their job roles which will meet the needs of the school food service and health care industries.

## II Why is a food service educational program needed?

The demand for educational programs for food service personnel is increasing. This is being demonstrated by the passage of recent Federal legislation, by the identification of titles and educational requirements for the Dietetic Assistant and Dietetic Technician by the American Dietetic Association and by the increasing enrollment in the voluntary certification plan by California Food Service Association. This section of the guide will explain the educational requirements, recommended program standards and the voluntary educational involvement which will meet these needs.

A Legislated educational requirements.

1 Federal regulations for certification and participation in Medicare and Medicaid programs.
2 State licensure of health facilities.

B Professional Associations recommended educational program.

1 A.D.A. Essentials for an approved program for Dietetic Assistant and Dietetic Technician.
2 Certification-California Food Service Association

C Other future needs

1 Employment under Title VII-Older Americans Act-Elderly feeding programs may soon identify job titles and educational requirements as outlined in this guide.
2 State hospitals, V.A. hospitals, Department of Corrections have similar job titles for employment.
3 Child Care Centers, Residential or group homes may soon identify job titles and educational requirements as outlined in this guide.

A Legislated educational requirements:

1 Federal regulations for verification and participation in Medicare and Medicaid programs.

a Conditions of Participation; Skilled Nursing Facilities Rules & Regulations effective February, 1974.

Sec. 405.101 Federal Register Vol. 39 No. 12 Jan. 17, 1974

"(e) Dietetic service supervisor. A person who:
(1) Is qualified dietitian; or
(2) Is a graduate of a dietetic technician or dietetic assistant training program, corresponding or classroom, approved by the American Dietetic Association; or
(3) Is a graduate of a State-approved course that provided 90 or more hours of classroom instruction in food service supervision and has experience as a supervisor in a health care institution with consultation from a dietitian; or
(4) Has training and experience in food service supervision and management in a military service equivalent in content to the program in paragraph (e) (2) or (e) (3) of this section."

b Conditions of Participation: Intermediate Care Facilities

Sec. 249.12 Federal Register Vol. 39 No. 12 Jan. 17, 1974

(a) (7) (ii) "A designated staff member suited by training or experience in food management or nutrition is responsible for planning and supervision of menus and meal service."

2 State licensing regulations effective July 15, 1975. Contain requirements for the minimum training of full time Dietetic Service Supervisors when it is not a Dietitian.

Complete copies of the regulations will be available for purchase from the Office of Documents, probably after mid-July, 1975.

The citations are **Title 22, Division 5, Licensing and Certification of Health Facilities, Community Care Facilities and Referral Services.**

| | |
|---|---|
| Chapter 1 | General Acute Care Hospital |
| Chapter 2 | Acute Psychiatric Hospital |
| Chapter 3 | Skilled Nursing Facilities |
| Chapter 4 | Intermediate Care Facilities |

a Acute Hospitals, Section 70275(b) and Psychiatric Hospitals, Section 71245(b)

"If a registered dietitian is not employed full-time, a full-time person who has completed a dietetic service supervisor's training program meeting the requirements of Essentials of an Acceptable Program of Dietetic Assistant Education, revised June, 1974, by the American Dietetic Association, 430 Michigan Avenue, Chicago, Ill. 60611, shall be employed to be responsible for the operation of the food service. This program or its equivalent shall be required on and after July 1, 1977."

b Skilled Nursing Facilities, Section 72347(b)

"If a dietitian is not employed full-time, a full-time person who is a graduate of a state approved course that provides 90 or more hours of classroom instruction in food supervision shall be employed to be responsible for the operation of the food service. The dietetic supervisor may also cook, provided sufficient time is allowed for managerial responsibilities."

For acute and psychiatric hospitals and skilled nursing facilities the requirement continues that a dietitian must be on staff, either full or part-time or as a consultant.

c Intermediate Care Facilities, Section 73343(a)

"Food Service Supervisor. A full-time person qualified by training and experience shall be employed to be responsible for the operation of the food service."

For intermediate care facilities a dietitian's services are required if the facility accepts patients in need of medically prescribed special diets.

B. Professional associations recommended educational programs:

1 A.D.A. Essentials of an acceptable program of Dietetic Assistant and Dietetic Technician programs.*

"The American Dietetic Association establishes and maintains the standards for educational programs for dietetic assistants and dietetic technicians. It serves as the review body for approval of such programs."

"The A.D.A. essentials are the standards to be used in the development of an effective educational program preparing assistants and technicians to practice in the field of dietetics."

Completion of an approved Dietetic Assistant program entitles graduates to membership in H.I.E.F.S.S. (Hospital, Institutional, Educational Food Service Society).

The two year A.A. degree approved program graduates are eligible for technician category memberships in A.D.A., Effective July, 1975.

*The Dietetic Technician (FDM) is currently being educated in the traditional pattern which enables them to function as a generalist – this guide does not include suggested curriculum of the Nutrition Care Technician.

2 Certification – California School Food Service Association

The goal of the certification program is to raise the professional level of all school food service personnel and to encourage the standardization of job titles and classifications. Since school food service is now an important part of nutrition education programs, it is necessary for school food service employees to have some basic knowledge in nutrition.

Certificates will be issued by the California School Food Service Association to members who meet the criteria established by the organization. Membership in California Food Service Association is open to all school food service employees, but to be certificated for a particular job title – one must be employed in that position and complete the educational requirements. Although the possession of the certificate is not a requirement for employment, the educational requirements are planned as a guide to school districts that are interested in establishing standards for their employees.

## III What is the program?

This curriculum guide is written to help community college educators understand and develop programs for personnel in health care, community care and school food service. This guide will help the educator understand the following concepts.

1. How to understand the need for educational programs.
2. How to determine if a program is needed in a particular geographic location.
3. How to establish a program.
4. How to determine the type and length of program to be established.
5. How to meet program standards for acceptance by the governing agencies and professional associations.
6. How to evaluate the program's success.

The following chart will define the levels of responsibility and the job titles which have been identified with health care and school food service personnel.

**JOB TITLES**

| LEVELS OF RESPONSIBILITY | * | Health Care | School Food Service |
|---|---|---|---|
| Basic Food Service Worker | A | Food Service Assistant I | Food Service Assistant I |
| | B | Food Service Assistant II | Food Service Assistant II |
| First-line Supervisor | C | Dietetic Assistant I | School Food Service Assistant III |
| | D | Dietetic Assistant II | School Food Service Manager I |
| Mid-Management | E | Dietetic Technician | School Food Service Manager II & III |
| Management/Administrative | | Dietitian, R.D. Administrative Director - Food Service | School Food Service Director |

The identification of these job titles and levels of responsibility will clearly indicate the preparation needed by students for employment in supervisory and assistant positions and will hopefully promote the ability to transfer between the community colleges and the four year schools. The educational preparation of personnel must enable students to perform on-the-job. An approach to this type of education is known as Competency Based Education and is currently being studied and tried by many professional and technical fields. The basic principle of competency based education is that "until a worker is fully prepared to perform adequately on-the-job he should not be regarded as an acceptable member of his occupational group."** A person must demonstrate his qualification by actually performing in his area. This guide was developed with this concept in mind. The committee working on the development of this guide has identified the job functions and competencies at each level necessary to perform adequately on-the-job.

** *Charles E. Johnson, Professor of Education, University of Georgia, 1973*

The recommended educational programs in this guide will qualify students for participation or membership in one or more of the following:

- -Voluntary certification under the California School Food Service Association
- -American Dietetic Association - Technician category
- - Hospital, Institutional, Educational, Food Service Society (D.A. and D.T. categories)
- -As Dietetic Service Supervisors in Medicare/Medical Certified and State licensed health facilities

It is hoped that this guide will clearly identify for the educator the expectations for job performance and recommended programs which serve as a basis for coordination and consistency of programs offered throughout the state.

## IV Does the Community need the program?

Before embarking on educational programs in your college you should investigate the community needs. There are three important steps to take:

A Become familiar with job titles, summary, and employment settings for the educational levels recommended in this guide.

B Organize a community planning committee to advise the feasibility of a program at your college.

C Look at what colleges in California and in your geographic area are offering in food service educational programs.

This section of the guide will deal with these community concerns.

A Become familiar with the job titles, summary and employment settings.

JOB TITLES:

| BASIC FOOD SERVICE WORKER: | JOB SUMMARY | EMPLOYMENT SETTING |
|---|---|---|
| Food Service Assistant I<br><br>or<br><br>Food Service Assistant II | A person, under the direct supervision of a dietetic technician, dietetic assistant, school food service manager or administrator who performs routine assigned tasks in designated areas of health care, community care or school food service | **Health or Community Care** – employed as a food service worker in a skilled nursing facility, residential or group homes, child care centers, senior citizen feeding programs, or acute hospitals. **School Food Service** – performs general duties in a kitchen. Level II – Assumes responsibility of lead person within a limited area |
| FIRST-LINE SUPERVISION: | | |
| Dietetic Assistant I<br><br>or<br><br>School Food Service Assistant III | A person, who with consultation from a dietitian and/or under the general supervision of a food service director or administrator, has overall routine supervisory responsibility of a designated unit or department of health care, community care or school food service. Basic responsibilities include the supervision of a staff of employees to insure high quality standards of food production and service and maintenance of adequate nutritional care. May participate in food production. | **Health or Community Care** – Employed as a cook/supervisor and may be departmental head in a skilled nursing facility, residential or group homes, child care centers, senior citizens feeding programs. In an acute hospital, assigned limited responsibilities in a specific area.<br><br>**School Food Service** – assigned responsibility in a specific area or relief management of a production kitchen. |

| FIRST-LINE SUPERVISION: | JOB SUMMARY | EMPLOYMENT SETTING |
|---|---|---|
| Dietetic Assistant II<br><br>or<br><br>School Food Service Manager I | A person who, with consultation from a dietitian and/or under the general supervision of a food service director, dietetic technician or administrator has the direct supervisory responsibility of a designated unit or department of a health care, community care or school food service. Basic responsibilities include the implementation of the food service program through the supervision of a staff of employees to insure high standards of food production and service; and the maintenance of adequate nutritional care. | **Health or Community Care** - employed as a full time supervisor or has supervisory responsibility in a specific area and may be department head in a skilled nursing facility, residential or group homes, child care centers, senior citizen feeding programs and acute hospitals.<br><br>**School Food Service** - responsibility for one production kitchen preparing up to 1000 meals daily either elementary or secondary schools. |
| MID-MANAGEMENT: | | |
| Dietetic Technician<br><br>or<br><br>School Food Service Manager Level II and III | A person, who under the general supervision of a dietitian and/or food service director or administrator has the overall management responsibility of a designated unit or department of a health care, community care or educational food service. Basic responsibility includes assisting the dietitian or food service director in the assessment planning, implementation, and evaluation of the food service operation and maintenance of adequate nutritional care. | **Health or Community Care** - Employed as a full time supervisor with overall management responsibilities in a skilled nursing facility, large residential care homes, senior citizen feeding programs and of a designated area in an acute hospital.<br><br>**School Food Service** - Responsible for one production kitchen in either elementary or secondary schools:<br>**Mgr. II** - Preparing 1,000 to 3,000 meals daily.<br>**Mgr. III** - Preparing over 3,000 meals or more daily. |
| *MANAGEMENT: | | |
| Registered Dietitian, Administrative | Directs or consults on the food production/service and nutrition care for health or community care facilities. | **Health or Community Care** - Employed as a full time supervisor, functions as a department head or may be a |

* *Recommended education for this level is: a B.A. degree from an accredited college with emphasis in foods, nutrition, institutional administration, or related fields; an A.D.A Internship or equivalent.*

| MANAGEMENT: | JOB SUMMARY | EMPLOYMENT SETTING |
|---|---|---|
| | Is responsible for department organization, policies, staffing, planning and control. | consultant to multiple facilities in skilled nursing facility, acute hospital or community facilities. |
| School Food Service Director - Level I, II and III | Plans, organizes, directs and administers a food service and nutrition information program for a school district. | Food Service in an Educational system of 6,000 to 20,000 average daily attendance<br>-or-<br>Employed by a state or county agency at the Administrative or Consultant level. |

B **Organize a community planning committee**

1 Select qualified laymen and interested professional people of the local community for membership. The committee should include 9-12 members, with representation from the following:

a Dietitian - acute hospital
b Dietitian - consultant to multiple facilities
c Administrator - acute hospital and skilled nursing facility
d School food service director
e Director of a college feeding program
f Representative of community feeding programs

2 Functions of committee:

a Give advice in regard to need for specific training program.
(1) employment setting
(2) potential number of students
b Assist in identification of educational resources
(1) possible field experience sites
(2) guest lecturers
c Make a commitment to future job placement of graduates

C Look at what colleges in California and in your geographic area are already offering in food service educational programs.

Steps in making a needs survey of a given geographic area include:

1 Identify the geographic area for which the designated college is responsible.

a Using a map, outline the counties, cities or college districts which will be served by the designated college in conjunction with one or more associate site colleges or community locations.
b Determine the population and population distribution within that geographic area:
c Locate this geographic area in relationship to:
(1) Vocational Planning area
(2) Health service agency area - including area Health Manpower Consortia.

2 Determine the relationship the program will have with other educational institutions.

a Other designated site colleges in contiguous geographic areas.

b Community colleges with related type programs: hotel/restaurant service.
c Community colleges which will serve as associate sites for the program.
d Community colleges which will not be involved with the program.
e State colleges/universities which have a dietetics program to which program graduates could potentially transfer.
f Find out enrollment, placement and demand for graduates in related type programs already established.

3 Determine the names and locations of all potential employers within the geographic area.

a Acute hospitals
b Skilled nursing facilities
c Intermediate care facilities
d Community care facilities
e Public schools
f Other types of feeding programs
g College feeding and residence halls

Utilize the local Board of Education to find addresses of the public schools and colleges.

Obtain the names and addresses of licensed health care facilities and community care facilities from the Bureau of Health Facilities licensing and certification.

A directory can be obtained from:

State Office of Procurement
Public Documents Section
P. O. Box 20191
Sacramento, California 95820

## V What does a college program need?

Prior to the decision whether to offer a program in food service management geared specifically for school feeding, health and community care is made, careful consideration for the total responsibility of the program must be analyzed.

The available college and community resources must first be considered. What physical facilities are available? What are the staffing needs? What support should administration give? What sites are available for field experience? These concerns will be dealt with in this section.

A College resources to be considered.

1 Administration commitment
2 Staffing needs
3 Physical needs
4 Support services

B Community resources to be considered.

1 Organize a permanent advisory committee.
2 Availability and selection of field experience sites.

### A College resources to be considered.

1 Administrative commitment.

a **Designated site** (see appendix for listing of designated colleges)

If your college is one of the geographically designated colleges the administration of the college needs to be committed to the support of the total multi-level program as outlined in this guide. They will need to be willing to adopt this model curriculum guide in its planning in order to maintain a reasonable consistency of quality among programs. The program needs to be considered as an integral part of the regular college program rather than adult education or extended day.* The college needs to recognize the program as one of the allied health programs even though it may be located within the commercial/restaurant food service management area. They must also be willing to meet the standards of the American Dietetic Association and California Food Service Association for program approval.

The administration of a designated site college must have an understanding and philosophical basis to support the programs. They must understand their role in the coordination of the area colleges and assume leadership in the total coordination of area programs.

Financial support is another commitment that needs to be made. The college must be able to support the on campus learning facilities and adequate faculty necessary for a sound program.

b **Associate site college**

If currently serving in this role, continue to relate with the designated college to offer the basic program until area need substantiates the expansion of the program

* *Although certain of the courses within an established program could be offered through the Evening College.*

to at least the one year certificate level. When mutually agreeable, seek approval from the community college office for the establishment of another designated site program.

Colleges not currently involved in a program

Contact the representatives of the concerned professional associations and the program director of the nearest designated site colleges and participate in the area need identification, if any, for an additional program or associate site college within the geographic area.

2 Staffing needs

The college administration needs to designate a program director employed in a full time capacity on a contract basis. Sufficient time must be allocated, as part of the teaching load, for program direction. For program approval by the American Dietetic Association, the director must be a qualified Registered Dietitian with recent experience appropriate to the program, e.g. administrative dietitian in health care facilities or school feeding program. Responsibilities of the program director would include: need determination, the pre-planning process, program implementation, continuing program coordination, field experience coordination, program evaluation and update. Additional teaching staff, qualified through academic preparation and recent experience appropriate to the program, can be employed on a part time or hourly basis depending upon courses offered, locale and demand.

There must be direct supervision of field experience - which will require clinical instructors. These instructors can be qualified professionals working in the field experience institution.

When the number of students in any one facility reaches 10, the college can financially afford to place one of its faculty at that facility under one-fifth teaching lead assignment in this directly supervised instructional setting. This insures a more carefully supervised and controlled learning experience with income allocated towards instructional costs versus facility or equipment.

As the program develops and expands the college needs to designate a faculty member for field experience coordination responsibilities. This instructor would be responsible for planning, coordinating, and evaluating field experience activities.

3 Physical Needs

Basically this consists of regular classrooms, foods laboratory, quantity foods lab and/or operational cafeteria.

**Regular Classrooms** - Regular classrooms, preferably with tables for such courses as menu planning and financial accounting, are required.

**Foods Laboratory (Home Economics)** - Foods laboratory for 24-30 students in the basic principles of food preparation required. Consideration should be given to use of an existing foods lab versus the construction of a limited use laboratory.

**Quantity Foods Lab** - This may be a specially designed and constructed laboratory for production classes and the application of principles of food preparation to the quantity situation. It may be a specially designed combination laboratory for regular foods classes utilizing one or two units for the quantity application experiences, or the college may use its operational cafeteria for the basic quantity instructional courses.

**Operational College Cafeteria** - Either newly built or remodeled to accommodate the instructional program. If the college operates the cafeteria it should be coordinated with and operated under the instructional program. Basically, a college cafeteria operated through the use of a regularly employed staff for the operational food service, and in a supplementary manner and at non-peak operational times, for production, service and/or supervisory experiences for students in the instructional program, will increase its costs approximately by one-third. Additional exemplary equipment, somewhat increased floor space and lockers, and an increase in staff to work with students, generally accounts for this increase. The type of production and/or service system might also vary from what would be implemented if the cafeteria were only operated on a break-even operational basis.

The operation of the cafeteria under the instructional program insures that the policies/procedures, standards and philosophy are consistent with the instructional program. Cafeterias operated by some other entity or a management company do not provide the flexibility nor the control necessary for a recommended student learning experience.

On occasion an off-campus facility can be utilized for the quantity production or service aspects of instruction. Unless adequate staffing and supervision with a limited number of students involved can take place, this type of uncontrolled learning environment may prove to be less than satisfactory.

4 Support Services

a SUPPLIES - Encompasses both food supplies and instructional supplies.

Food supplies for both preparation and service classes, along with laundry, linen and paper supplies, immediately suggests the per student cost of the specialized instruction to be proportionately high.

Instructional supply costs are relatively high in this program due to the high cost of teacher prepared learning materials. Costs may actually double that of a traditional classroom college teacher.

b TEACHER AIDS - This category includes such items as tests, reference books, trade publications, reference materials and audio-visuals.

**Textbooks:** Although texts are available for most of the courses, some teacher made workbooks, syllabi or laboratory books may need to be generated.

**Reference Books:** A large variety of reference books and library books must be obtained. A minimum of around 200 such books should be available.

**Commercial Handouts:** Available for little or no cost from food and equipment manufacturers or industry councils. Care must be exercised to obtain subject rather than product oriented materials.

**Trade Publications:** At least twenty representative industry or association publications should be obtained on an annual basis. A number of these come to the educational institution free of charge and others at a nominal cost.

**Audio-Visuals:** Support of a comprehensive instructional program can be greatly improved by the use of audio-visual materials. Catalogues of materials are available from local audio-visual vendors.

B **Community Resources to be considered:**

1 Organize a permanent advisory committee

**Importance of the Advisory Committee**

It is necessary for qualified laymen and interested professional people of the local community to be involved with occupational programs as they are offered through local community colleges in order to maintain an effective training program for students preparing for specific jobs. Through the assistance and the support of the people who are active in the industry, the program can remain current and useful.

**Selection of Members**

a Advisory committees are appointed by the college and meet upon the call of the college.
b Members should be present at all scheduled meetings to insure adequate representation.
c Members may suggest others who might be useful as committee members.
d No one member should be on the committee for longer than a three-year period. This will permit representation on the committee by other employers and the infusion of new ideas in committee deliberations.
e Suggested membership should be 10 -12 members, with representatives from the following:
   (1) Dietitian - acute hospital
   (2) Dietitian - consultant to multiple facilities
   (3) Administrator - acute hospital and skilled nursing facility
   (4) School food service director - elementary/secondary/college
   (5) Representative of community feeding program
   (6) Dean of Instruction - College
   (7) Division or Department Chairperson
   (8) Program director
   (9) Clinical instructors - field experience site

**Functions of the Advisory Committee**

a Give advice with regard to the need for or the discontinuation of specific training and/or program at the various levels.
b Validate industry required competencies of graduates at each of these levels.
c Recommend course content and sequence of instructional units.
d Recommend current courses to be offered on a basis of local needs.
e Recommend persons who are qualified to serve as instructors or speakers.
f Recommend equipment and/or supplies needed for the instructional program. May arrange for provision of these through the college foundation or as an outright gift to the department.
g Recommend textbooks and/or reference material needed. May supply recommended reference materials and/or magazines to the department or to the library.
h Assist in the publicity and promotion of the program:
   (1) Notify education committee chairmen of local related and interested associations or planning groups.
   (2) Notify trade publications of program development.
   (3) Encourage employees to seek training (may reward their efforts in some way if feasible).
i Assist in the evaluation of the instructional program and in keeping it up to date and useful for present day needs.
j Assist in the placement of work experience students at all phases of their training and attempt to make these experiences meaningful to students.

k Aid in the placement of graduates. Notify department of employment possibilities.

**Limitations of Advisory Committee**

a By law the college is responsible for the determination of policy, selection of staff, supervision of instruction, and all other administrative functions of the college relative to any of its educational programs.

b The advisory committee's function is to **advise**. It has no power to delegate, legislate, or take administrative action.

2 Availability and selection of field experience sites.

a General considerations for site selection:

(1) Review the philosophy underlying the institution's objectives, goals, and ability to participate in the educational process. Assess if the facility intends to share in the responsibility for insuring an educational program of acceptable standards.
(2) The prime qualification is the site's ability to conduct a satisfactory program, its resources, personnel which can be devoted to the program to directly supervise students in a planned learning experience, learning activities, and willingness to share in a coordinated effort.
(3) Through the formalization of a contract the facility enters a joint partnership to insure the public and students that it supports the overall quality of the educational program. It then shares with the school, the responsibility for continuing evaluation of the program in terms of qualifications and competence of faculty teaching within the facility, achievement of purposes and goals, future planning and development as well as approval by appropriate authorities.*

b Selection of sites is dependent upon the learning experiences they are able to provide.

(1) These sites may be acute hospitals (whose organization and personnel most frequently lend itself to the allotment of some time to work with students in a learning situation), school food service settings, skilled nursing care facilities, mental health units, day care centers, or other food service management settings.

The selection of the particular facilities through which the students rotate will be entirely dependent upon the particular competency the students must obtain. The college must ascertain the potential for each such facility.

(2) The number of available sites and the number of students each site can accommodate must be carefully considered when planning enrollment for supervised field experience. The site must not become overburdened with students so that no staff time is available for supervision of learning activities.

c Geographic location of field sites.

(1) The travel time and mileage from the student's home and/or college must be considered. Most field sites should be within a 25 mile radius from the college.

## VI What to include in the program.

In this section of guide the job titles are identified along with the job functions and expected competencies. After the job functions were clearly identified, the necessary course work was determined to insure competencies- rather than just a series of traditional or existing course work.

A Food Service Assistant I

B Food Service Assistant II

C Dietetic Assistant I/School Food Service Assistant III

D Dietetic Assistant II/School Food Service Manager I

E Dietetic Technician/School Food Service Manager II and III

F Supervised Field Experience

G Alternatives

## SUGGESTED CURRICULUM FOR FOOD SERVICE EDUCATIONAL PROGRAMS

### FOOD SERVICE ASSISTANT I

| *Course* | *Units* |
|---|---|
| Sanitation, Safety & Equipment | 3 |
| Introduction to Food Service & Work Organization | 3 |
| | 6 |

### FOOD SERVICE ASSISTANT II (Skilled or Lead Person)

| | |
|---|---|
| -plus above courses - | |
| Principles of Food Preparation | 2 |
| Quantity Foods (Range, Bake Shop, Pantry) | 3 |
| Nutrition | 2 |
| Psychology or Human Relations | 3 |
| | 16 |

### DIETETIC ASSISTANT I/SCHOOL FOOD SERVICE ASSISTANT III

| | |
|---|---|
| -plus above courses - | |
| Supervision and Training Tech. | 3 |
| Food Prod. Management (with Lab) | 2 |

**SCHOOL FOOD SERVICE**

| | |
|---|---|
| Nutrition Care - School Records | 1 |
| Supervised Field Experience | 2 |
| | 24 |

****OR****

**HEALTH CARE**

| | |
|---|---|
| Nutrition Care - Health | 1 |
| Supervised Field Exp. | 2 |
| | 24 |

*Suggested Electives: Typing, Color and Design*

### DIETETIC ASSISTANT II/SCHOOL FOOD SERVICE MANAGER I

| | |
|---|---|
| -plus above courses - | |
| Communication Skills | 3 |
| Menu Planning and Purchasing | 3 |

**SCHOOL FOOD SERVICE**

| | |
|---|---|
| Child Development | 3 |
| | 33 |

****OR****

**HEALTH CARE**

| | |
|---|---|
| Modified Diets | 2 |
| Supervised Field Exp. | 1 |
| | 33 |

### DIETETIC TECHNICIAN SCHOOL FOOD SERVICE MANAGER II AND III

| | |
|---|---|
| -plus above courses | |
| *Health Care Delivery Systems | 2 |
| Financial Mgt. and Control | 3 |
| Organizational Mgt. (with 75 hrs. field exp.) | 4 |
| Food Service Systems (with 75 hrs. field exp.) | 4 |
| Advanced Seminar & Field Exp. (75 hrs. field plus seminar) | 2 |
| -plus units to complete both options | 6 (School & Health) |
| *General Education Requirements* | 54 |
| Humanities | 3 |
| *Sociology | 3 |
| Natural Science | 3 |
| | 63 *TOTAL UNITS* |

*Suggested Electives: Typing, Color and Design, Chemistry, Anatomy and Physiology, Gerontology.*

* *See A.D.A. Essentials for the Dietetic Technician.*

## A FOOD SERVICE ASSISTANT I

*Job Summary:*

A person, under the direct supervision of a dietetic technician, dietetic assistant or school food service manager, or administrator who performs routine assigned tasks in designated areas of health care, community care or school food service.

*Job Functions:*

1 Attends relevant training classes and workshops.

2 Implements defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

3 Implements defined standards of safety for personnel, equipment and physical plant.

4 Participates in the pre-preparation and portioning of food

5 Follows established procedures for service and distribution of meals.

6 Participates in preparation and service of planned meals for special activities.

7 May requisition food and/or supplies for work station.

8 Maintains required forms and records as assigned.

9 Assumes the responsibility of a food service employee, follows work assignments, schedules, and maintains work station. Demonstrates the ability to work with fellow employees.

10 Knowledgeable in departmental regulations under routine procedures, participates in program for self-development.

11 Recognizes the chain of command, grievances procedures, and levels of job responsibilities.

In order to satisfy the competencies for this position you need to implement these courses:

### FOOD SERVICE ASSISTANT I

| Recommended Courses | Minimum Units |
|---|---|
| Introduction to Food Service and Work Organization | 3 |
| Sanitation, Safety and Equipment | 3 |
| Total Units | 6 |

*COURSE TITLE:* **Introduction to Food Service and Work Organization**

*COURSE DESCRIPTION:*

The scope, organization and responsibilities of a food service within a health care institution, community care, or school feeding program. Job positions at all levels are discussed, including education and experience requirements, personal qualifications, job responsibilities and future opportunities. The basic principles of motion economy and time saving methods as applied to a food service position will be stressed.

This course provides the foundation of knowledge, skills, and attitudes for job functions # 1 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13.

*PREREQUISITE:* None

*RECOMMENDED HOURS:* 3 Hours lecture

*RECOMMENDED UNITS:* 3

*MAJOR GOALS:*

I Provide student with a knowledge of the scope and responsibility of management and nutrition care services within a food service department and community feeding programs.

II Provide student with the basic concepts of legislation pertaining to specific types of food service.

III Provide student with an understanding of job classifications at all levels and job opportunities in the food service field.

IV Provide students with a knowledge of the basic principles of work organization and its application to the work process in food service.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with a knowledge of the scope and responsibility of management and nutrition care services within a food service department and community feeding programs.

A The student will be able to describe the organization of the food service department in a hospital, school, long term care, and community care facility.
1 Inter-intro departmental relationships.
2 Supervisory/management responsibilities of the department.

B The student will be able to describe the relationship of food service and nutrition care to the operation of the total facility.
1 General description, history and overview of child nutrition programs.
2 Identify nutrition as a component of care in promoting health and preventing disease throughout the life cycle.
3 Understand importance of attractive presentation and service of food.

4 The student will be able to identify community feeding programs with an ongoing component of nutrition care.
- child care centers
- board and care, residential homes

- penal institutions
- elderly feeding programs
- mental health facilities

II Provide student with the basic concepts of legislation pertaining to specific types of food service.

A Child Nutrition Programs
B Medicare/Medicaid
C Joint Commission on Hospital Accreditation
D State licensure

III Provide student with an understanding of job classifications at all levels and job opportunities in the food service field.

A The student will be able to describe job classifications and opportunities in the school food service field.
B The student will be able to describe job classifications and opportunities in the health care field.

IV Provide students with a knowledge of the basic principles of work organization and its application to the work process in food service.

A The student will be able to define work simplification.
  1 Principles of motion economy of the human body.
  2 Principles of motion economy of the workplace.
B The student will be able to apply the principles of motion economy to food service procedure.
  1 Plan individual work station.
  2 Efficient use of individual time.
C The student will be able to analyze work methods.
  1 The flow process chart.
  2 The string chart or flow diagrams.
  3 Basic kitchen layout.

SUGGESTED TEXTS:

State of California, Department of Public Health. *Food Service Guide For Health Care Facilities.*

State of California, Department of Education. *Work Improvement.*

Teacher Reference: *Operational Manual For School Food Service,* California Association of Business Officials, Department of Education, Sacramento.

*COURSE TITLE:* **Sanitation, Safety and Equipment**

*COURSE DESCRIPTION:*

This course includes the basic principles of sanitation and safety and the application of these principles to a food service operation. Emphasis will be placed on the supervisor's responsibilities in maintaining high standards of these principles.

This course provides the foundation of knowledge, skills and attitudes for job function # 2 - 3 - 4 - 5 - 15 - 21.

*PREREQUISITE:* None

*RECOMMENDED HOURS:* 3 Hours lecture

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Provide the student with knowledge of the basic concepts of sanitation and their application to food preparation, service, receiving and storage.

II Provide the student with knowledge of the basic concepts of safety.

III Provide the student with the ability to apply the concepts of safety and sanitation to the selection, layout and use of food service equipment.

IV Provide student with knowledge of supervisor's responsibilities in maintaining sanitation and safety standards.

*STUDENT LEARNING OBJECTIVES:*

I Provide the student with knowledge of the basic concepts of sanitation and their application to food preparation, service, receiving and storage.

A Basic principles of micro-organisms.
1. Classify beneficial and pathogenic micro-organisms commonly found in every day living.
2. List the ten most common micro-organisms causing food borne illness and describe their effect.
3. Describe how micro-organisms are transmitted to man.
4. Describe the conditions required for growth of micro-organisms.
5. Describe how to control their growth.

B Other causes for food borne illness.
1. Describe food allergies.
2. Identify sources and symptoms of chemical food poisoning.
3. Identify sources and symptoms of parasitic food poisoning.
4. Describe examples of food related psychosomatic illness.

C Responsibilities of personnel sanitation.
1. Demonstrate recommended hand washing techniques.
2. Recognize essentials of good personal grooming and appearance.
3. Identify acceptable personal habits as defined in the health code.

Sanitation, Safety and Equipment (continued)

D Application to food preparation and service procedures.
1 Explain the proper techniques for dishwashing and pot washing.
2 Describe the recommended procedures for pre-preparation and holding of food.
3 Demonstrate the proper handling of service utensils.
4 Describe proper procedures for waste disposal.

E Application to receiving and storage of food and supplies.
1 State principles of receiving food supplies as they relate to sanitation.
2 Describe the proper timing and location for storage of food supplies.

II Provide the student with knowledge of the basic concepts of safety.

A Fire safety.
1 Classify types of fires and methods of extinguishing.
2 Write the appropriate procedures to follow in event of fire.

B Accidents
1 Describe the types of accidents which may occur.
2 Describe how to prevent them.

III Provide the student with the ability to apply the concepts of safety and sanitation to the selection, layout and use of food service equipment.

A Equipment selection and layout.
1 Identify NFS sanitation and safety standards in equipment selection.
2 Solve problems related to equipment layout and work flow.

B Use and cleaning of equipment and facility.
1 Interpret manufacturers' instructions for care and use of equipment.
2 Identify basic types and appropriate use of cleaning materials.
3 Describe proper cleaning techniques for different equipment and surfaces.

IV Provide student with knowledge of supervisor's responsibilities in maintaining sanitation and safety standards.

A Legal requirements.
1 Cite the legal requirements as stated in the California Restaurant Act and interpretation of local regulations.
2 Cite the safety regulations of OSHA as it pertains to the food service industry.

B Purchasing.
1 List selection factors for food purveyors.

C Insect and rodent control.
1 Write procedures for adequate insect and rodent control.

D Application of physical requirements for proper storage.
1 Draw a plan illustrating storage requirements and spacing.
2 Specify materials used in storage containers, shelving, etc.

**Sanitation, Safety and Equipment (continued)**

E Procedures for handling accidents.
1 Write how to handle an accident after it occurs.
2 Write how to report an accident.
3 Describe ways to promote safety consciousness.

SUGGESTED TEXTS:

Longree, Karla. *Quantity Food Sanitation,* Cornell University, Wiley, 1967.

Woodward and Richard. *Sanitation and Environmental Control,* Orange Coast College Bookstore.

Ahren, Edwin. *Safety Training Manual for Restaurant and Hotels.* Hayden Book Co.

## B FOOD SERVICE ASSISTANT II

*Job Summary:*

A person, under the direct supervision of a dietetic technician, dietetic assistant, school food service manager or administrator, who performs routine assigned tasks in designated areas of health care, community care, or school food service.

*Job Functions:*

1 Attends relevant training classes and workshops.

2 Implements defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

3 Implements defined standards of safety for personnel, equipment and physical plant.

4 Participates in the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

5 Follows established procedures for service and distribution of meals.

6 Participates in preparation and service of planned meals for special activities.

7 May requisition food and/or supplies for work station.

8 Maintains required forms and records as assigned.

9 Assumes responsibility as food service employee, follows work assignments, and maintains work station. Demonstrates the ability to work with fellow employees. May serve as lead employee or skilled person.

10 Knowledgeable in departmental regulations under routine procedures, participates in program for self-development and development of others.

11 Recognizes the chain of command, grievances procedures, and levels of job responsibilities.

In order to satisfy the competencies for this position you need to implement these courses

### FOOD SERVICE ASSISTANT II (Skilled or Lead Person)

| Recommended Courses | Minimum Units |
|---|---|
| Introduction to Food Service and Work Organization | 3 |
| Sanitation, Safety and Equipment | 3 |
| Principles of Food Preparation | 2 |
| Quantity Food Preparation | 3 |
| Nutrition | 2 |
| Psychology -or- Human Relations | 3 |
| Total Units | 16 |

*COURSE TITLE:* **Principles of Food Preparation**

*COURSE DESCRIPTION:*

This course includes the basic understanding of the principles of food preparation. Laboratory sessions - practice in the preparation of small quantities of food demonstrating these principles.

This course provides the foundation of knowledge, skills and attitudes for job function #2-3-4.

*PREREQUISITE:* Sanitation, Safety and Equipment

*RECOMMENDED HOURS:* 1 Hour Lecture
3 Hours Laboratory

*RECOMMENDED UNITS:* 2

*MAJOR COURSE GOALS:*

I Provide basic knowledge of food preparation terms, use of weights, measures and equivalents, kitchen equipment and recipes.

II Provide basic understanding of food preparation.

III Relate the principles of food chemistry and physical changes in the preparation of food.

IV Practice the preparation of food in small quantities demonstrating the principles underlying their preparation.

*STUDENT LEARNING OBJECTIVES:*

I Provide basic knowledge of food preparation terms, use of weights, measures and equivalents, kitchen equipment and recipes.

- A Define terms common to food preparation.
- B Interpret preparation of recipes accurately.
- C Measure ingredients accurately using the proper utensil.
- D Solve problems using equivalent weights and measures.
- E Identify equipment used in food preparation and demonstrate its use.

II Provide basic understanding of food preparation.

- A Understand responsibilities of food preparation personnel.
  - 1 Demonstrate basic understanding of personal sanitation through work habits and follow course requirements pertaining to personal grooming.
  - 2 Basic understanding of safety principles.
- B Demonstrate basic organization of work.

**Principles of Food Preparation (continued)**

III Relate the principles of food chemistry and physical changes in the preparation of food.

A Identify the basic component parts of food.

B Identify the chemical and physical properties of food.

C Preparation of food products to show relationship of proper ingredients and proportions.

D Identify and differentiate between various media used to cook food.
1 Water, steam, fat, air.
2 Metal, Microwaves.

E Methods of cookery of food groups.
1 Methods of beverage preparation.
a Coffee - prepare using various methods
b Steep tea - different methods and time
c Preparation of various methods for chocolate beverages.
2 Method of preparation of fruit and vegetables.
a Prepare fresh fruit and vegetables
b Prepare frozen vegetables
3 Methods of preparing meats and other protein foods
a Prepare meats using dry and moist heat cookery
b Demonstrate effect of heat on egg, milk, cheese protiens
4 Demonstrate use of fats and oils
a Prepare salad dressings
b Prepare pastry using different types of fats and oils
5 Demonstrate use of starches in cookery
a Prepare sauces, puddings, gravies
b Prepare pastas, rice
6 Demonstrate use of sugar in cookery
a Prepare candies and icings
7 Demonstrate use of gelatin in cookery
a Prepare gelatin salids and deserts
8 Demonstrate use of mixtures in cookery
a Ingredients - purpose of each, i.e. flour, for structure, sugar for tenderness, leavening agents
b Prepare baked products (cakes, muffins, yeast breads)

SUGGESTED TEXTS:

Peckham, Gladys. *Foundation of Food Preparation* - 3rd Edition, MacMillan Pub., 1974.

Morr, Mary L. and Irmiter, Theodore F., *Introductory Foods,* A Laboratory Manual of Food Preparation and Evaluation.

*COURSE TITLE:* **Quantity Food Preparation**

*COURSE DESCRIPTION:*

This is a class in quantity food preparation, with emphasis on recipe standardization, effective utilization of equipment and time, and attractive service.

This course provides the foundation of knowledge, skills, and attitudes for job functions #2 - 3 - 4 - 21.

*PREREQUISITE:* Principles of Food Preparation; Sanitation, Safety and Equipment

*RECOMMENDED HOURS:* 1 Hour Lecture
6 Hours Laboratory
(A production kitchen, such as a school cafeteria, must be available for the laboratory portion of this class.)

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Familiarize student with recommended food production procedures within a quantity food operation.

II Familiarize students with the personal responsibility of food production personnel.

III Provide students with knowledge and importance of food presentation.

*STUDENT LEARNING OBJECTIVES:*

I Familiarize student with recommended food production procedures within a quantity food operation.

A Explain kitchen organization.
1 Describe the various departments within a food production kitchen and illustrate flow of materials and products through this organization.

B Ability to use standardized recipes.
1 Enlarge and decrease recipes to adjust for specified amount of food to be prepared.
2 Demonstrate use of conversion tables.
3 Illustrate importance of standardized recipes.
4 Define commonly used terms in food preparation used in recipes.
5 Demonstrate familiarity with ingredient substitutions and equivalent charts for recipe ingredient substitution.
6 Illustrate the effect of adjusting method of recipe preparation upon final product.
7 Demonstrate familiarity with weights and measures used in recipes.

C Students will demonstrate ability to safely use all equipment usually used with a quantity food kitchen.
1 Assemble, disassemble and clean all large equipment items:
a Food Slicer
b Food Chopper
c Ovens and Broilers
d Steamers
e Deep Fat Fryer
f Mixers

2 Demonstrate ability to properly use all small tools and small equipment items.
- a Measuring devices
- b Scales and weighing equipment
- c Knives, parers, corers, etc.
- d Forks, spatulas, spreaders
- e Spoons
- f Scoops
- g Ladles

II Familiarize students with personal responsibility of food production personnel.

A Safety aspects of the production kitchen.
1. Correctly pass a test on the safety aspects of the production kitchen, including use and care of knives, fire equipment, accident procedures, etc.
2. Demonstrate ability to safely operate each piece of large equipment prior to use in the production of a food item.

B Sanitation aspect of food production.
1. Cite requirements for personal work habits, grooming as required in food production.
2. Correctly pass a sanitation test covering aspects basic to the sanitary production of food.

C Demonstrate ability to organize work station.
1. Explain the necessity of preparing the work and the work station prior to the commencement of the work.
2. Demonstrate ability to apply work simplification techniques to a given job assignment.

D Prepare food products as assigned, identify standards for product prepared and evaluate product against this standard.
1. Beverages
2. Stocks, Soups, Gravies
3. Vegetables
4. Fruits
5. Salads and salad dressings
6. Simple Desserts (puddings, etc.)
7. Meat, Fish, Poultry
8. Quick Breads and Yeast Breads
9. Cakes and Icings

SUGGESTED TEXT:

Kotshevar, L., *Principles of Quantity Food Production,* Cahners, 3rd Edition.

Fowler, and West, and Shugarti, *Food for Fifty,* Wiley & Sons - 5th Edition.

*COURSE TITLE:* **Nutrition**

*COURSE DESCRIPTION:*

The study of the basic principles of nutrition, their importance to general good health and their application to food selection. Recent developments in nutrition; food fads and fallacies and sources of valid nutrition information are included.

This course provides knowledge, skills and attitudes for job functions # 13 - 14 - 16.

*PREREQUISITE:* None

*RECOMMENDED HOURS:* 2 Hours Lecture

*RECOMMENDED UNITS:* 2

*MAJOR COURSE GOALS:*

I Provide student with knowledge of the basic principles of nutrition and their application for daily food selection throughout the life cycle.

II Provide students with the ability to recognize reliable sources of nutritional information and identify beliefs which are considered to be food fads and quackery.

III Provide students with knowledge of recent developments in the field of nutrition.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with knowledge of the basic principles of nutrition and their application for daily food selection throughout the life cycle.

A Student will identify ways (i.e. physical growth, mental development, etc.) in which food intake related to good health for the students and the public which he will serve.

B Student will be able to identify factors which influence the proper selection of food.

C Students will be able to identify the causes of nutritional deficiency diseases, overweight and tooth decay, as well as ways in which these can be controlled by proper food selection, consumption and utilization.

D Student will be able to identify and discuss the nutrients of which food is composed and the relation of these nutrients to the health of the individual.

E The student will be able to plan and evaluate acceptable and unacceptable daily food patterns using the Basic Four Food Groups.

II Provide students with the ability to recognize reliable sources of nutritional information and identify beliefs which are considered to be food fads and quackery.

A The student will be able to recognize the characteristics of valid nutrition facts in contrast to fad and fallacy information.

B The student will become familiar with reliable sources of nutrition information.

**Nutrition (continued)**

III Provide students with knowledge of recent developments in the field of nutrition.

A The student will be able to list the major nationwide and world wide concerns and trends which relate to nutritional well being.

B The student will be able to discuss and evaluate new discoveries and/or recent developments in the field of nutrition.

SUGGESTED TEXT:

Fleck, Henrietta. *Introduction to Nutrition,* 2nd Edition., The MacMillan Company, 1971.

Arlin, Marian T. *Science of Nutrition,* MacMillan Co., N.Y., 1972.

## C DIETETIC ASSISTANT I
## SCHOOL FOOD SERVICE ASSISTANT III

*Job Summary:*

A person, who with consultation from a dietitian and/or under the general supervision of a food service director, dietetic technician, or administrator, has the overall routine supervisory responsibility of a designated unit or department of health care, community care, or school food service. Basic responsibilities include the supervision of a staff of employees and coordination of services to insure high quality standards of food production and service and maintenance of adequate nutritional care. May participate in food production.

*Job Functions:*

1 Attends relevant training classes and workshops.

2 Maintains defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

3 Maintains defined standards of safety for personnel, equipment and physical plant.

4 Directs and/or participates in the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

5 Follows routine established procedures for accurate checking and distribution of meals to promote client satisfaction.

6 Participates in preparation and service of planned meals for special activities.

7 Requisitions and/or purchases food and supplies according to established specifications to maintain minimum stock levels and may make routine purchases. Recommends purchase of small equipment.

8 Maintains required department records, i.e. personnel, inventory, cost menu, consultants' reports, in-service records.

9 Directly supervises a staff of subordinate food service employees. Recommends staff, schedules and plans work assignments.

10 Orients and instructs employees in departmental regulations and routine procedures and carries out a planned program for staff development.

11 Refers employee grievances and labor relations problems to food service director or consultant.

12 Relates to and coordinates departmental concerns with the food service director and/or the administrator. Attends staff meetings.

13 Carries out the master menu plan, adjusts for nutritionally equivalent substitutes, leftovers and emergencies and modifies routine diets or menus according to an established pattern.

14 Follows routine established procedures to insure adequate nutritional care. In health and community care facilities processes diet orders and maintains a patient dietary record. In school food service, provides data for daily menu work sheets.

15 Receives and stores food and supplies according to established procedures.

**Job Function 1:** Attends relevant training classes and workshops.

Competencies required to carry out job function 1:

A Recognize the need for continuing self-development and education.

**Job Function 2:** Maintains defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

Competencies required to carry out job function 2:

A Identify and describe the microorganisms and their relationship to food preparation and service (beneficial and pathogenic).

B Explain the necessity for sanitary conditions in the preparation and service of food.

C Describe the basic procedures required for the cleaning of work area, utensils, and equipment to maintain sanitary standards.

D Describe the difference between cleaning and sanitizing with appropriate compounds to maintain the appropriate environment.

E Maintain a system of cleaning for all preparation and service personnel with an appropriate checkup system.

F Define those requirements as specified under local, state, and federal law regulations.

G Describe an effective insect and rodent control system.

H Identify a system of garbage and refuse disposal, laundry, floor maintenance, and storage of cleaning supplies.

I Demonstrate ability to set up and operate a two tank dish machine, one tank machine and a manual handwashing procedure.

J Describe and cite examples of personal standards of grooming including dress, appearance, habits, etc.

**Job Function 3:** Maintains defined standards of safety for personnel, equipment and physical plant.

Competencies required to carry out job function 3:

A Identify the basic types of accidents which occur within a food service operation and appropriate preventive measures.

B Identify and perform the basic first aid techniques necessary in emergencies which might arise within a food service facility.

C Describe accepted procedures for operating, cleaning and care of each major equipment item.

D Describe accepted procedures for using, cleaning, care and storage of knives and potentially dangerous small equipment items.

## C DIETETIC ASSISTANT I - SCHOOL FOOD SERVICE ASSISTANT III (continued)

E Identify and locate in the place of employment; power panels, and gas shutoff valves. Describe procedures in an emergency power failure.

F Demonstrate the use and operation of fire extinguishers for each type of fire.

G Report accidents and refer potential safety hazards to the Food Service Director or Consultant Dietitian.

H Recommend employee participation in an approved First Aid and Safety course.

**Job Function 4:** Directs and/or participates in the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

Competencies required to carry out job function 4:

A Cites criteria and standards for quality food products.

B Defines terminology used in food preparation.

C Demonstrates recommended methods of measuring or weighing ingredients.

D Demonstrates understanding and use of standardized recipes in food preparation.

E Ability to adapt standardized recipes to desired yield.

F Exhibits familiarity with all basic equipment pieces used in food preparation: mixer, blender, chopper slicer, steamer, steam table, range, hot top, broiler, oven, toaster, disposal, fryer, etc.

G Exhibits familiarity and appropriate use of all small equipment items: dipper, ladle, spoon, knife, etc.

H Demonstrates knowledge of recommended procedures for the preparation of all food groups, types, and classification.

I Demonstrates the incorporation of work simplification and work organization methods within the assignment of work space and plan of daily work.

J Compare the quality, and work involved, of convenience foods vs. total preparation.

K Demonstrate ability to schedule his/her time to complete both food preparation and administrative responsibilities.

**Job Function 5:** Follows routine established procedures for accurate checking and distribution of meals to promote client satisfaction.

Competencies required to carry out job function 5:

A Describe the recommended method for setting up trays, tables, or individual place settings.

B Demonstrates ability to serve foods attractively in appropriate dishes and with appropriate garnishes.

C Identifies appropriate size dish, serving utensil, temperature of food item for service and portion size.

D Demonstrates ability to set up a tray line or service system according to established procedures, organizing work, and assigning personnel to positions.

E Inspects returning trays or food from dining room to assess amount of food consumed versus waste and refer these concerns to Food Service Director or Consultant Dietitian.

**Job Function 6:** Participates in preparation and service of planned meals for special activities.

Competencies required to carry out job function 6:

A Demonstrates ability to properly prepare, set up and serve meals for special activities.

B Recognizes the importance and role special meal functions play as a public relations tool in the community.

**Job Function 7:** Requisitions and/or purchases food and supplies according to established specifications to maintain minimum stock levels and may make routine purchases. Recommends purchase of small equipment.

Competencies required to carry out function 7:

A Identify sources of food and equipment and supplies in local markets and among area purveyors.

B Demonstrate familiarity with portion sizes, servings per unit, count or size, and expected production capacity per recipe.

C Demonstrate familiarity with recommended standard procedures, records and forms to requisition or purchase food supplies, and small equipment.

D Demonstrate the ability to requisition or directly purchase food according to established specifications and/or maintaining a predetermined minimum stock level of food in conjunction with planned menus.

E Ability to recognize the need for new and replacement of small equipment items and requisition or purchase such items.

**Job Function 8:** Maintains required department records, i.e. personnel, inventory, cost, menu, consultants' reports, in-service records.

Competencies required to carry out job function 8:

A Demonstrates appropriate telephone techniques.

B Demonstrates techniques utilized in establishing and maintaining good public relations.

C Demonstrates ability to tabulate diets/menus required to write basic food production orders.

D Describes procedure for maintaining meal census.

E Demonstrates ability to take a physical inventory.

C DIETETIC ASSISTANT I - SCHOOL FOOD SERVICE ASSISTANT III (continued)

F Describe procedure for recording invoices, personnel forms, payroll cards, time sheets, and accident forms.

**Job Function 9:** Directly supervises a staff of subordinate food service employees. Recommends staff, schedules and plans work assignments.

Competencies required to carry out job function 9:

A Demonstrate knowledge of the responsibility of a Supervisor and list the techniques needed for the job.

B Demonstrate the ability to motivate people and to effect change.

C Demonstrate the ability to implement policies relating to personnel through written procedures covering: staffing, employee benefits, work regulations, work organization, etc.

D Demonstrate ability to plan appropriate work assignments and schedule employees.

E Demonstrate ability to write job descriptions for all positions for which they are responsible, including their own, identifying qualifications and requirements for the various job positions.

F Analyze self in terms of ability to relate with the public.

G Follows established procedures for regular evaluation of staff for whom he is responsible. (Such as: job competencies, personal appearance, ability to get along with people.)

**Job Function 10:** Orients and instructs employees in departmental regulations and routine procedures and carries out a planned program for staff development.

Competencies required to carry out job function 10:

A Carries out a planned orientation program for all new employees.

B Demonstrates ability to implement departmental regulations and procedures.

C Participates in a planned in-service training session, and maintains appropriate records.

D Demonstrates ability to follow up instruction and in-service training sessions with effective evaluation and documentation of performance.

**Job Function 11:** Refers employee grievances and labor relations problems to food service director/consultant.

Competencies required for job function 11:

A Demonstrate the ability to recognize potential employee problems.

B Ability to communicate employee needs to administration.

C Demonstrates knowledge of labor union policies.

D Recommends and/or implements methods of settling employee grievances, effecting discipline, promoting intradepartmental cooperation and employee efficiency.

## C DIETETIC ASSISTANT I - SCHOOL FOOD SERVICE ASSISTANT III (continued)

**Job Function 12:** Relates to and coordinates departmental concerns with the food service director or consultant dietitian and/or the administrator. Attends staff meetings.

Competencies required to carry out function 12:

A Describe the organization of the facility and the responsibilities of each department within the facility.

B Describes departmental organization and relationships and responsibilities for all personnel.

C Describes the functions and goals of the department.

D Relates and defines their own role, including accountability, in relation to food service director/manager/dietitian/dietetic technician/dietetic assistant.

E Demonstrates the ability to evaluate concerns and make positive decisions within their own job responsibilities.

F Recognizes and implements departmental compliance with legal local, state and federal requirements, e.g. OSHA, Public Health, Medicare/Medicaid, USDA.

G Demonstrates a high personal standard of ethics in relation to the facility and the profession.

H Ability to relate with other staff and communicate departmental concern.

**Job Function 13:** Carries out the master menu plan, adjusts for nutritionally equivalent substitutes, leftovers and emergencies and modifies routine diets and menus according to an established pattern.

Competencies required to carry out job function 13:

A Relates the importance of food to the health of the people served.

B Demonstrates the ability to make nutritionally equivalent substitutions.

C Ability to utilize leftovers.

D Ability to make adjustments for emergencies.

E Demonstrates the ability to carry out routine diet patterns according to the diet manual, or school meal pattern.

F Ability to solicit and incorporate valid suggestions of patients, students, and staff in adjusting or modifying recipes and/or menus.

G Demonstrates ability to plan, prepare, and provide supplemental feedings.

**Job Function 14:** Follows routine established procedures to insure adequate nutritional care. In health and community care facilities processes diet orders and maintains a patient dietary record. In school food service, provides data for daily menu work sheets.

Competencies required to carry out function 14:

A A basic knowledge and understanding of nutrition as it relates to healthy bodies, teeth, and sound mental health.

B Ability to explain the importance of food and food service to patients, students, and staff, health care, community care, and school food service.

C Identify the role and responsibilities of the supervisor in promoting good nutritional care.

D In health care facilities, demonstrate the ability to process new and changed diet orders, use tray cards for patient identification; maintenance of patient cardex and food preferences.

E In school food service, demonstrates ability to collect appropriate data for daily menu work sheets.

**Job Function 15:** Receives and stores food and supplies according to established procedures.

Competencies required to carry out job function 15:

A Recognizes and demonstrates familiarity with forms used in the receiving of food and supplies.

B Demonstrates ability to check invoices or delivery slips against original order or purchase requisition, utilizing weighing or counting of items.

C Analyze goods received, for quality expected, with procedures for the return of unacceptable goods.

D Demonstrates knowledge of procedures for the return of unacceptable goods.

E Describes proper storage methods for various types of food and supplies.

F Maintains a system of inspection.

G Maintains a storeroom inventory system.

H Demonstrates knowledge of storage requirements: shelving, spacing, rotation of goods, distance from floor and ceiling, containers, correct storage temperatures for all types of food.

I Follows correct procedures for receiving, storage, preparation and service flow system, utilizing existing facilities and operational methods recommended for highest work efficiency.

## DIETETIC ASSISTANT I - SCHOOL FOOD SERVICE ASSISTANT III (continued)

C In order to satisfy the competencies for this position you need to implement these courses:

### * DIETETIC ASSISTANT I/SCHOOL FOOD SERVICE ASSISTANT III

| Recommended Courses: | Minimum Units |
|---|---|
| Intro. to Food Service and Work Organization | 3 |
| Sanitation, Safety & Equipment | 3 |
| Principles of Food Preparation | 2 |
| Quantity Food Preparation | 3 |
| Nutrition | 2 |
| Psychology -or- Human Relations | 3 |
| Supervision and Training Techniques | 3 |
| Food Production Management (with lab) | 2 |

| School Food Service | | **OR** | Health Care | |
|---|---|---|---|---|
| Nutrition Care - School Records | 1 | | Nutrition Care - Health | 1 |
| Supervised Field Experience | 2 | | Supervised Field Exp. | 2 |
| Total Units | 24 | | Total Units | 24 |

*Suggested Electives: Typing, Color and Design*

* *The Level I D.S.S. program provides the minimum education required by federal regulations and was designed for employed supervisors with experience.*

*In this guide the Dietetic Assistant I program has been revised to provide the minimum training required for the training of inexperienced persons seeking to become supervisors or for those supervisors who have recently been promoted to that position.*

*For more information on the special in-service training program refer to the "Training Guide of Dietetic Service Supervisors Level I" prepared by the Chancellor's Office, California Community Colleges and the California Dietetic Association, November, 1973.*

*COURSE TITLE:* **Supervision and Training Techniques**

*COURSE DESCRIPTION:*

This course includes procedures and problems met by food service operations in developing personnel programs and desirable labor management relationships. Includes the responsibility of selection, placement, orientation, training, counseling, rating and promotion of employees.

This course provides knowledge, skills and attitudes for job functions # 8 - 9 - 10 - 11.

*PREREQUISITE:* None

*RECOMMENDED HOURS:* 3 Hours Lecture

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Provide student with an understanding of the total scope of a supervisor's responsibilities within a food service organization.

II Provide student with a knowledge of and ability to use communication skills, includes understanding the process of communication, types of communication, and the techniques of communicating.

III Student will have an understanding of the basics of employee selection and retention: includes recruitment, placement, discipline, evaluation and promotion.

IV Provide student with knowledge and skills to plan, implement, and evaluate employee training programs.

V Promote an understanding of labor unions and labor management relations.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with an understanding of the total scope of a supervisor's responsibilities within a food service organization.

A The student will be able to design or revise an organization chart showing lines of authority and levels of responsibility.

B The student will be able to describe the staffing needs within a production system, a service operation, and as required to maintain safety and sanitation standards and make adjustments for emergency situations.

C The student will be able to construct employee schedules for various types of operations, adjusting for vacations, relief, etc.
1. Illustrate an understanding of daily work sheets, and plan daily work sheets for at least two employees.

D The student will understand the importance and recognize the need and motivating factors for maintaining employee morale.

E The student will be able to identify and describe the standards of food production and service required for good customer/patient relations.

**Supervision and Training Techniques (continued)**

F The student will be able to describe the supervisor's responsibility for maintaining the standards of safety and sanitation for employees and customers.

G The student will be able to recognize the supervisor's responsibility for controlling waste and reducing losses due to food production equipment and personnel.

II Provide student with a knowledge of and ability to use communication skills, includes understanding the process of communication, types of communication, and the techniques of communicating.

A The student will be able to explain the need for communication and the essential parts of the communication process.

B The student will be able to list and describe the various types of communications and compare the effectiveness in communicating.

III Students will have an understanding of the basics of employee selection and retention: includes recruitment, placement, discipline, evaluation and promotion.

A The student will be able to describe the application procedure and form best used to identify potential strengths of employees.

B The student will be able to explain the importance of the interview process.

C The student will describe methods of employee recruitment.

D The student will be able to explain the use of a job description within the employment process and in assigning employee to a particular position.
1 Write a typical job description.

E The student will describe the essentials and importance of evaluation procedures.
1 Use of evaluation for employee promotion, dismissal, transfer, demotion.

IV Provide student with knowledge and skills to plan, implement and evaluate employee training programs.

A The student will describe a typical procedure for orienting new employees.
1 Illustrate how an effective orientation increases an employee effectiveness.

B The student will describe the use, time and place for employee in-service training.
1 Demonstrate knowledge of resources useful to promote and provide in-service training.
2 List motivation methods to encourage in-service participation.
3 Demonstrate how to plan and present an in-service lesson.

C The student will describe how to evaluate the effectiveness of employee training programs.

V Promote an understanding of labor unions and labor management relations.

A The student will describe the reasons for unions and their purpose.
1 Cite methods of dealing with the union in an attempt to organize a food service operation and the role of negotiating councils.
2 Describe union elections and the mechanics of operating an election.

**Supervision and Training Techniques (continued)**

B The student will be able to identify unfair labor practices and offer suggestions on how to deal with them.

SUGGESTED TEXTS:

Lundberg & Armatas. *The Management of People In Hotels, Restaurants and Clubs,* William Brown Company, 135 S. Locust St., Dubuque, Iowa 52003.

Haimann. *Supervisory Management for Hospitals and Related Health Facilities,* The Catholic Hospital Association, St. Louis, Missouri 63104.

Reeves. *So You Want To Be A Supervisor,* American Managements Association, Inc., 135 W. 50th St., New York, N.Y. 10020.

*COURSE TITLE:* **Food Production Management**

*COURSE DESCRIPTION:*

This course includes quantity food preparation with emphasis on food production management, effective management of time and equipment, and the responsibilities of the production supervisor.

This course provides the foundation of knowledge, skills and attitudes for job function #2 - 3 - 4 - 5 - 7 - 9 - 17 - 18 - 21.

*PREREQUISITE:* Sanitation, Safety and Equipment
Quantity Food Preparation
Principles of Food Preparation

*RECOMMENDED HOURS:* 1 Hour Lecture
3 Hours Laboratory
(a quantity production kitchen must be available for the laboratory portion of this class.)

*RECOMMENDED UNITS:* 2

*MAJOR COURSE GOALS:*

I Provide student with knowledge and understanding of the responsibilities of the food production supervisor.

II Provide student with knowledge of food production systems and the component parts.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with knowledge and understanding of the responsibilities of the food production supervisor.

A Implementation of menu
1 Make production order, forecasting amounts, based upon the master menu.
2 Prepare food order lists using production sheet and master menu recipes.
3 Complete production records on food used and disposition of left-overs.

B Supervision of staff
1 Schedule students according to production needs.
2 Review individual work organization and methods.
3 Verify individual students ability to safely operate and clean all equipment.
4 Verify individual students ability to organize their work station and incorporate principles of work simplification.
5 Verify that students maintain sanitary food preparation procedures.
6 Supervise students and coordinate preparation and service time.

C Service of Food
1 Utilize portion control in the preparation and service of food.
2 Verify the correct dish to use for the service of each food item.
3 Verify the attractiveness of food as served and garnished.
4 Maintain temperatures of food served at recommended temperatures.

**Food Production Management (continued)**

D Control of equipment, materials, and food costs:
1 Calculate raw food costs of standardized recipes.
2 Check out and in all supplies and small equipment items.
3 Maintain records of food production, service and left-overs.
4 Conduct research studies as appropriate: plate waste, customer acceptance, meat shrinkage studies.

E Emergency planning.
1 Demonstrate use and utilization of left-overs.
2 Demonstrate alternate procedures, recipes and menus for an on premise routine emergency: power failure, lack of ingredients, labor shortages, etc.
3 Demonstrate alternate procedures for food production under conditions of natural disaster.

F Prepare food products as assigned with emphasis on organization of work.
1 Breakfast cookery
2 Casseroles
3 Cold plates and sandwiches
4 Dry mixes and partially prepared foods
5 Convenience foods (pre-prepared)

II Provide students with knowledge of food production systems and the component parts.

A Name the component parts of a production system.

B Identify types of food production systems.
1 Describe a total food preparation system.
2 Describe a convenience food system.
3 Describe a combination system of convenience foods and partial food preparation.
4 Compare the various systems and give advantages and disadvantages of each.

SUGGESTED TEXTS:

Kotschevar, L. H., *Quantity Food Production,* Cahners.

Fowler, West & Shugart, *Food for Fifty,* Wiley & Sons.

*COURSE TITLE:* **Nutrition Care - Health**

*COURSE DESCRIPTION:*

The importance and scope of providing nutritional care in health care or community care facilities. Includes team concept approach and public relations.

This course provides the foundation of knowledge, skills, and attitudes for job functions #8 - 10 - 12 - 13 - 14 - 16.

*PREREQUISITE:* Introduction to Food Service, Nutrition

*RECOMMENDED HOURS:* 1 Hour Lecture

*RECOMMENDED UNITS:* 1

*MAJOR COURSE GOALS:*

I To provide the student with the knowledge and skills to provide adequate nutritional care in a health care or community care facility.

II To provide the student with a knowledge of types of hospital food service.

III To provide student with an understanding of the importance of the food service department within the public relations program.

IV To provide student with an understanding of the team concept of patient care.

*STUDENT LEARNING OBJECTIVES:*

I To provide the student with the knowledge and skills to provide adequate nutritional care in a health care or community care facility.

A The student will be able to interview a patient to obtain needed information about patient's food habits, cultural and social needs.

B The student will be able to identify special feeding problems and seek assistance when needed.
1 Feeding the elderly.
2 Feeding the physically handicapped.
3 Feeding the mentally retarded.

C The student will be able to formulate routine diet modifications according to an established pattern.
1 Blend
2 Low Fat
3 Diabetic
4 Mild Sodium Restriction

D The student will be familiar with routine forms maintained in the dietary department.
1 Cardex
2 Diet orders
3 Meal count/census

E The student will be able to relate nutritional adequacy to portion size, meal patterns and proper substitutions.

II To provide the student with a knowledge of types of hospital food service.

A The student will be familiar with recommended patterns and types of service.
1 Tray - tray line
2 Hot/cold pack
3 Centralized - de-centralized
4 Diningroom - cafeteria, family style

III To provide student with an understanding of the importance of the food service department within the public relations program.

A The student will be able to define and state the purpose of a public relations program.
1 Role in food service

IV To provide student with an understanding of the team concept of patient care.

A The student will be able to identify the members of the health care team.
1 State relationship of dietetic team with other members of the health care team.

*COURSE TITLE:* **Nutrition Care - Health Supervised Field Experience**

*COURSE DESCRIPTION:*

This course provides the foundation of knowledge, skills and attitudes for job functions # 2 - 3 - 4 - 5 - 7 - 8 - 9 - 10 - 12 - 13 - 14 - 15.

*RECOMMENDED HOURS:* 150

*RECOMMENDED UNITS:* 2

*STUDENT LEARNING OBJECTIVES:*

I Become familiar with the organization of assigned health care facility.

II Demonstrate familiarity with menu cycle. Keep a one week dated menu record on which you record all **menu substitutions** made during this time period and record reasons for changes.

III Follow procedures for processing and implementing new diet orders and diet changes.

IV Observe and make routine diet modifications according to pattern.

V Maintain cardex.

VI Interview patients for food preferences, note in cardex and communicate to supervisor.

VII Use established procedures for handling late meals.

VIII Work on trayline.

IX Properly check trays:

- A Standard tray arrangement.
- B Correct menu selection and diet modification.
- C Stated food preferences.
- D Portion size and correct dish.
- E Appearance.
- F Temperature of food.

X Tray delivery and return:

- A Time tray delivery to patient.
- B Check temperature of food when tray is served to patient.
- C Check accuracy of tray and its delivery.
- D Check appearance of tray.
- E Evaluate trays for waste.

Nutrition Care - Health Supervised Field Experience (continued)

XI Use appropriate procedures to establish daily census.

XII Communicate with other members of the health care team.

A Attend team conferences.

B Daily report with charge nurse.

XIII Observe and chart flow of food from receiving to service.

XIV Using standardized recipes, prepare food requisition for one day's menu.

XV Prepare a diagram noting the proper location of food supplies in storeroom. Participate in storage of received goods, check temperatures and conditions of storage units.

XVI List procedure for handling leftover foods and compare with accepted procedure.

XVII Give examples for more efficient utilization and/or methods for avoiding repetition of leftovers.

XVIII Prepare a diagram for serving stations indicating location of different food items.

XIX Prepare a chart showing various serving tools, their capacity and their appropriate use for serving and portioning.

XX Complete samples of time sheets, payroll records and other employee records.

XXI Demonstrate procedure for handling accidents and completing report form.

*COURSE TITLE:* **Nutrition Care - School Records**

*COURSE DESCRIPTION:*

This course includes the specifics on record keeping for a school food service program with an emphasis on the needs and requirements of the Federal Type A lunch.

This course provides the foundation of knowledge, skills, and attitudes for job functions #8 - 10 - 12 - 13 - 14 - 16.

*PREREQUISITE:* Nutrition, Introduction to Food Service and Work Organization

*RECOMMENDED HOURS:* 1 Hour Lecture

*RECOMMENDED UNITS:* 1

*MAJOR COURSE GOALS:*

I Provide student with a knowledge of and ability to plan menus to meet requirements of Child Nutrition Programs.

II Provide student with knowledge and skills to effectively prepare and use required school feeding program records.

III Provide student with knowledge and skills to conduct a program for promotion of school meals.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with a knowledge of and ability to plan menus to meet requirements of Child Nutrition Programs.

A The student will be able to write the Type A Lunch pattern.
1 Adjust for various age groups:
a Primary school age
b Secondary school age
2 Adjust for variations:
a Plate lunch with or without choices
b Salad lunches
c Box or bag lunches
3 Identify problems and advantages of coordinating various types of lunches.

B The student will be able to identify other types of meals and service available in school feeding programs.
1 Ability to plan approved breakfast meals and/or nutrition periods snacks.
2 Ability to compare regular Type A food service with other types of service systems such as speed line, vending machines, etc.

II Provide student with knowledge and skills to effectively prepare and use required school feeding program records.

A The student will be able to accurately prepare:
1 Daily and weekly menu planning worksheet
2 A la carte worksheets
3 Menu analysis

4 Inventory records
5 Figure food cost and labor cost of school meals

SUGGESTED TEXT:

*Operational Manual for School Food Service*, California Association of Business Officials, Department of Education, Sacramento, 1969.

*COURSE TITLE:* **Nutrition Care – School Records – Supervised Field Experience**

*COURSE DESCRIPTION:*

This course provides the foundation of knowledge, skills, and attitudes for job functions #2 - 3 - 4 - 5 - 7 - 8 - 9 - 10 - 12 - 14 - 15 - 16.

*RECOMMENDED HOURS:* 150

*RECOMMENDED UNITS:* 2

*STUDENT LEARNING OBJECTIVES:*

I The student will become familiar with the organization of the food service department in the assigned school facility.

II The student will demonstrate familiarity with menu cycle. Keep a one week dated menu record on which is recorded all menu substitutions made during this time period and record reasons for change.

III The student will demonstrate ability to use established procedures in making menu substitutions. Observe and make menu substitutions.

IV The student will work on cafeteria line - all work stations.

- A Draw an illustration of a standard tray arrangement.
- B List the standard serving utensil or portion serving for these foods: meats, vegetables, fruit, desserts, breads, casseroles.
- C Demonstrate ability to utilize correct plate/dish size for various food items.
- D Demonstrate ability to garnish food attractively.
- E Assess appearance of tray as served to student.
- F Check temperature of food when served to student.
- G Evaluate trayline for speed and efficiency.

V The student will use appropriate procedures to evaluate plate waste.

- A Assess food consumption and reasons for non-consumption of food.

VI Demonstrate ability to tally trays with cash and estimated count.

VII The student will interview students for food preferences, and communicate to supervisor.

VIII The student will observe and demonstrate ability to maintain daily and weekly menu, work sheets, a la carte worksheets, and menu analysis record.

IX The student will observe and chart flow of food from receiving to service.

X The student will prepare a food requisition for one day's menu.

XI The student will prepare a diagram of the storeroom, showing proper location of food supplies, also participate in the storage of received goods, check temperatures and conditions of storage units.

A Take a physical inventory of storeroom.

B Maintain a perpetual inventory if one is in use.

XII The student will observe and participate in the preparation of employee records, i.e. time sheets, payroll, labor costs, accident reports.

A Compare labor costs on daily, weekly, monthly records.

B Demonstrate procedure for completing accident report form.

C Complete weekly time for 5 - 10 employees, make recording of time on monthly time sheet.

XIII The student will be able to communicate with other members of the food service team.

XIV Describe the implementation and use of surplus commodities.

## D DIETETIC ASSISTANT II
## SCHOOL FOOD SERVICE MANAGER I

*Job Summary:*

A person who, with consultation from a dietitian and/or under the general supervision of a food service director, dietetic technician, or administrator has the overall supervisory responsibility of a designated unit or department in a health care, community care or school food service. Basic responsibilities include the supervision of a staff of employees, the implementation and coordination of food services, to insure high standards of food production and service and the maintenance of adequate nutritional care.

*Job Functions:*

1 Attends relevant training classes and workshops.

2 Maintains defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

3 Maintains defined standards of safety for personnel, equipment and physical plant.

4 Directs and/or participates in the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

5 Participates in developing and maintaining routine procedures for accurate checking and distribution of meals to promote and evaluate client satisfaction.

6 Directs preparation and serves planned meals for special activities.

7 Requisitions and/or purchases food supplies according to established specifications to meet menu and census need. Recommends purchase of small equipment.

8 Maintains required department records, i.e. personnel, inventory, cost, menu, consultant's reports, in-service records.

9 Directly supervises a staff of subordinate food service employees. Staffs, schedules and plans work assignments, and holds departmental meetings.

10 Orients and instructs employees in departmental regulations and routine procedures and participates in planning program for staff development and its implementation.

11 Refers employees grievances and labor relations problems to food service director or consultant.

12 Relates to and coordinates departmental concern with the food service director or consultant dietitian and/or the administrator. Attends staff meetings.

13 Plans menus, and submits to dietitian/food service director for approval, adjusts for leftovers, substitutes and emergencies and modifies menu for routine diets or meals.

14 Follows routine established procedures to insure adequate nutritional care. In health and community care facilities processes diet orders and maintains required daily menu work sheets.

15 Establishes and maintains a system to check, inspect and store all incoming food and supplies.

16 To promote a program of nutritional care, serves as a resource person for facility personnel in disemination of nutrition education materials.

17 Participated in establishing, evaluating, and/or amending departmental procedures.

**Job Function 1:** Attends relevant training classes and workshops.

Competencies required to carry out job function 1:

A Recognize the need for continuing self-development and education.

**Job Function 2:** Maintains defined standards of sanitation for personnel, food preparation, kitchen equipment and physical plant.

Competencies required to carry out job function 2:

A Identify and describe the microorganisms and their relationship to food preparation and service (beneficial and pathogenic).

B Explain the necessity for sanitary conditions in the preparation and service of food.

C Describe the basic procedures required for the cleaning of work area, utensils, and equipment to maintain sanitary standards.

D Describe the difference between cleaning and sanitizing with appropriate compounds to maintain the appropriate environment.

E Maintain a system of cleaning for all preparation and service personnel with an appropriate checkup system.

F Define those requirements as specified under local, state, and federal law regulations.

G Describe an effective insect and rodent control system.

H Identify a system of garbage and refuse disposal, laundry, floor maintenance, and storage of cleaning supplies.

I Demonstrate ability to set up and operate a two tank dish machine, one tank machine and a manual handwashing procedure.

J Describe and cite examples of personal standards of grooming including dress, appearance, habits, etc.

**Job Function 3:** Maintains defined standards of safety for personnel, equipment and physical plant.

Competencies required to carry out function 3:

A Identify the basic types of accidents which occur within a food service operation and appropriate preventive measures.

B Identify and perform the basic first aid techniques necessary in emergencies which might arise within a food service facility.

C Describe accepted procedures for operating, cleaning and care of each major equipment item.

D Describe accepted procedures for using, cleaning, care and storage of knives and potentially dangerous small equipment items.

E Identify and locate in place of employment: power panels, and gas shutoff valves. Describe procedures in an emergency power failure.

F Demonstrate the use and operation of fire extinguishers for each type of fire.

G Report accidents and refer potential safety hazards to the Food Service Director or Consultant Dietitian.

H Recommend employee participation in an approved First Aid and Safety course.

**Job Function 4:** Directs and/or participates in the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

Competencies required to carry out job function 4:

A Cites criteria and standards for quality food products.

B Defines terminology used in food preparation.

C Demonstrates recommended methods of measuring or weighing ingredients.

D Demonstrates understanding and use of standardized recipes in food preparation.

E Ability to adapt standardized recipes to desired yield.

F Exhibits familiarity with all basic equipment pieces used in food preparation: mixer, blender, chopper, slider, steamer, steam table, range, hot top, broiler, oven, toaster, disposal, fryer, etc.

G Exhibits familiarity and appropriate use of all small equipment items: dipper, ladle, spoon, knife, etc.

H Demonstrates knowledge of recommended procedures for the preparation of all food groups, types, and classification.

I Demonstrates the incorporation of work simplification and work organization methods within the assignment of work space and plan of daily work.

J Compare the quality, and work involved, or convenience foods vs. total preparation.

K Demonstrate ability to schedule his/her time to complete both food preparation and administrative responsibilities.

**Job Function 5:** Participates in developing and maintaining routine procedures for accurate checking and distribution of meals to promote and evaluate client satisfaction.

Competencies required to carry out job function 5:

A Describes the recommended method for setting up trays, tables, or individual place settings.

B Demonstrates ability to serve foods attractively in appropriate dishes with appropriate garnishes.

C Identifies appropriate size dish, serving utensil, temperature of food item for service and portion size.

D Demonstrates ability to set up a tray line or service system according to established procedures, organizing work, and assigning personnel to positions.

E Inspects returning trays or food from dining room to access amount of food consumed versus waste and refer these concerns to Food Service director or consultant dietitian.

**Job Function 6:** Directs preparation and serves planned meals for special activities.

Competencies required to carry out job function 6:

A Demonstrates ability to properly prepare, set up and serve meals for special activities.

B Recognizes the importance and role special meal functions play as a public relations tool in the community.

C Ability to direct employees in the preparation and service of planned meals for special activities.

**Job Function 7:** Requisitions and/or purchases food and supplies according to established specifications to meet menu and census need. Recommends purchase of small equipment.

Competencies required to carry out function 7:

A Identify sources of food and equipment and supplies in local markets and among area purveyors.

B Demonstrate familiarity with portion sizes, servings per unit, count or size, and expected production capacity per recipe.

C Demonstrate familiarity with recommended standard procedures, records and forms to requisition or purchase food supplies, and small equipment.

D Demonstrate the ability to requisition or directly purchase food according to established specifications and/or maintaining a predetermined minimum stock level of food in conjunction with planned menus.

E Ability to recognize the need for new and replacement of small equipment items and requisition or purchase such items.

F Identifies and evaluates sources of food supplies in local markets and among area purveyors.

G List and utilize specific buying guides for food purchasing:
- servings per unit purchased
- size of marketed item and pack
- quality required for desired use

H Cite government controls, USDA grades and other standards which determine food quality.

I Demonstrate familiarity with food purchasing procedures and ability to utilize seasonal, surplus and substitute food items.

J Compare types of foods which can be purchased to vary the level of cost and quality of a menu.

K Demonstrate familiarity with recommended standard forms, records and procedures for the purchase of food supplies and small equipment.

**Job Function 8:** Maintains required department records, i.e. personnel, inventory, cost, menu, consultant's reports, in-service records.

Competencies required to carry out job function 8:

A Demonstrates appropriate telephone techniques.

B Demonstrates techniques utilized in establishing and maintaining good public relations.

C Demonstrates ability to tabulate diets/menus required and write basic food production orders.

D Describes procedure for maintaining meal census.

E Demonstrates ability to take a physical inventory.

F Describes procedure for recording invoices, personnel forms, payroll cards, time sheets, and accident forms.

**Job Function 9:** Directly supervises a staff of subordinate food service employees. Staffs, schedules and plans work assignments, and holds departmental meetings.

Competencies required to carry out job function 9:

A Demonstrate knowledge of the responsibility of a Supervisor and list the techniques needed for the job..

B Demonstrate the ability to motivate people and to effect change.

C Demonstrate the ability to implement policies relating to personnel through written procedures covering: staffing, employee benefits, work regulations, work organizations, etc.

D Demonstrate ability to plan appropriate work assignments and schedule employees.

E Demonstrate ability to write job descriptions for all positions for which they are responsible, including their own, identifying qualifications and requirements for the various job positions.

F Analyze self in terms of ability to relate with the public.

G Follows established procedures for regular evaluation of staff for whom he is responsible. (Such as: job competencies, personal appearance, ability to get along with people.)

H Demonstrate ability to plan and conduct effective employee meetings.

I Ability to motivate employees to actively participate in departmental concerns.

**Job Function 10:** Orients and instructs employees in departmental regulations and routine procedures and participates in planning program for staff development and its implementation.

Competencies required to carry out job function 10:

A Carries out a planned orientation program for all new employees.

B Demonstrates ability to implement departmental regulations and procedures.

C Participates in a planned in-service training session, and maintains appropriate records.

D Demonstrates ability to follow up instruction and in-service training sessions with effective evaluation and documentation of performance.

E Assists in planning a program for staff development.

F Participates in the planning of in-service training program and its implementation.

**Job Function 11:** Refers employee grievances and labor relations problems to food service director/consultant.

Competencies required to carry out job function 11:

A Demonstrate the ability to recognize potential employee problems.

B Ability to communicate employee needs to administration.

C Demonstrates knowledge of labor union policies.

D Recommends and/or implements methods of settling employee grievances, effecting discipline, promoting intradepartmental cooperation and employee efficiency.

**Job Function 12:** Relates to and coordinates departmental concerns with the food service director or consultant dietitian and/or the administrator. Attends staff meetings.

Competencies required to carry out function 12:

A Describe the organization of the facility and the responsibilities of each department within the facility.

B Describes departmental organization and relationships and responsibilities for all personnel.

C Describes the functions and goals of the department.

D Relates and defines their own role, including accountability, in relation to food service director/manager/dietitian/dietetic technician/dietetic assistant.

E Demonstrates the ability to evaluate concerns and make positive decisions within their own job responsibilities.

F Recognizes and implements departmental compliance with legal local, state and federal requirements, e.g. OSHA, Public Health, Medicare/Medicaid, USDA.

G Demonstrates a high personal standard of ethics in relation to the facility and the profession.

H Ability to relate with other staff and communicate departmental concern.

**Job Function 13:** Plans menus, and submits to dietitian/food service director for approval, adjusts for leftovers, substitutes and emergencies and modifies menu for routine diets or meals.

Competencies required to carry out job function 13:

A Relates the importance of food to the health of the people served.

B Demonstrates the ability to make nutritionally equivalent substitutions.

C Ability to utilize leftovers.

D Ability to make adjustments for emergencies.

E Demonstrates the ability to carry out routine diet patterns according to the diet manual, or school meal pattern.

F Ability to solicit and incorporate valid suggestions of patients, students, and staff in adjusting or modifying recipes and/or menus.

G Demonstrates ability to plan, prepare, and provide supplemental feedings.

H Demonstrate a basic ability to plan and evaluate menus for the following factors:
- nutritional adequacy
- psychological appeal, i.e. ethnic, age, color, texture
- effective utilization of equipment and personnel
- within budgeted cost figures

I Describe the importance of the menu and utilize it effectively as key to production and service needs:
- employee scheduling
- pre-preparation work
- purchasing concerns
- cost control
- client satisfaction
- work flow

J Adjusts and coordinates the basic menu to meet a variety of specialized needs:
- special meal functions
- clientele groups served
- special guests

K Recognizes the physiologic reasons for routine diet menu modification.

L Write routine diet modifications according to diet manual:
- bland
- low residue
- 1000 mg and 2500-4000 mg sodium restrictions
- low fat, low cholesterol
- calorie restricted diets

- diabetic diets (1200-1500-2200 calories)
- high protein
- puree or liquid

**Job Function 14:** Follows routine established procedures to insure adequate nutritional care. In health and community care facilities processes diet orders and maintains a patient dietary record. In school food service, maintains required daily menu work sheets.

Competencies required to carry our function 14:

A A basic knowledge and understanding of nutrition as it relates to healthy bodies, teeth, and sound mental health.

B Ability to explain the importance of food and food service to patients, students, and staff, health care, community care, and school food service.

C Identify the role and responsibilities of the supervisor in promoting good nutritional care.

D In health care facilities, demonstrate the ability to process new and changed diet orders, use tray cards for patient identification; maintenance of patient cardex and food preferences.

E In school food service, demonstrates ability to collect appropriate data for daily menu work sheets.

F Demonstrates ability to interview patient/students/staff for food habits, likes and dislikes and implement desired changes in food served.

G In health care facilities, implements procedures for effective coordination between dietetic service and nursing service, in relation to diet orders, special diet needs, patient census, discharge, supplemental feeding, etc.

H In school food service, implements procedures for effective cooperation between food service and teaching staff in relation to student participation in lunch program, nutrition period, and special feeding programs.

I In school food service, demonstrates ability to direct the collection of data and preparation of daily menu work sheet.

**Job Function 15:** Establishes and maintains a system to check, inspect and store all incoming food and supplies.

Competencies required to carry out job function 15:

A Recognizes and demonstrates familiarity with forms used in the receiving of food and supplies.

B Demonstrates ability to check invoices or delivery slips against original order or purchase requisition, utilizing weighing or counting of items.

C Analyzes goods received, for quality expected, with procedures for the return of unacceptable goods.

D Demonstrates knowledge of procedures for the return of unacceptable goods.

E Describes proper storage methods for various types of food and supplies.

F Maintains a system of inspection.

G Maintains a storeroom inventory system.

H Demonstrates knowledge of storage requirements: shelving, spacing, rotation of goods, distance from floor and ceiling, containers, correct storage temperatures for all types of food.

I Sets up a system to insure the inspection of all food, supply, and equipment items received.

J Designs a storeroom inventory system adapted to the needs of the facility.

K Devises a procedure for the checking of all food and supply storage considering legal requirements, desired temperature, food rotation, and inventory.

**Job Function 16:** To promote a program of nutritional care, serves as a resource person for facility personnel in disemination of nutrition education materials.

Competencies required to carry out job function 16:

A A basic knowledge of nutrition as it relates to healthy bodies, teeth, and sound mental health.

B The ability to communicate the belief that the nutritional status of the consumer, well or ill, can be improved thru good food and education.

**Job Function 17:** Participates in establishing, evaluation and/or amending departmental procedures.

Competencies required to carry out job function 17:

A Demonstrates ability to differentiate between policy and procedure.

B Demonstrates ability to develop a procedure for a routine departmental function or operation.

C Cooperatively participates in developing and updating procedures for Food Service Department.

D Explains the necessity for maintaining posted procedures for safety and sanitation, food preparation and service.

E Demonstrates understanding of departmental procedures through maintaining and utilizing an effective procedure book pertinent to departmental needs.

D In order to satisfy the competencies for this position you need to implement these courses:

## DIETETIC ASSISTANT II/SCHOOL FOOD SERVICE MANAGER I

| Recommended Courses | Minimum Units |
|---|---|
| Intro. to Food Service and Work Organization | 3 |
| Sanitation, Safety & Equipment | 3 |
| Principles of Food Preparation | 2 |
| Quantity Food Preparation | 3 |
| Nutrition | 2 |
| Psychology -or- Human Relations | 3 |
| Supervision and Training Techniques | 3 |
| Food Production Management (with lab) | 2 |
| Communication Skills | 3 |
| Menu Planning, Purchasing | 3 |

**SCHOOL FOOD SERVICE** ****OR**** **HEALTH CARE**

| | | | |
|---|---|---|---|
| Nutrition Care - School Records | 1 | Nutrition Care - Health | 1 |
| Supervised Field Experience level) | 2 | Supervised Field Exp. | 2 |
| | | Modified Diets | 2 |
| Child Development | 3 | Supervised Field Exp. | 1 |
| Total Units | 33 | Total Units | 33 |

*Suggested Electives: Typing, Color and Design*

*COURSE TITLE:* **Menu Planning and Purchasing**

*COURSE DESCRIPTION:*

The planning of satisfying and interesting meals for institutional food service operations, considering such factors as nutritional adequacy, psychological needs, economic consideration, types of operations, available equipment, and skill of personnel. The purchasing of food including market availability, analysis of food quality, and writing of specifications.

This course provides the foundation of knowledge, skills, and attitudes for job functions #5 - 6 - 7 - 8 - 13 - 19 - 21.

*PREREQUISITE:* Nutrition, Quantity Food Preparation and Food Production Management

*RECOMMENDED HOURS:* 2 Hours Lecture
3 Hours Laboratory
(Students will practice menu writing and write specifications during lab hours.)

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Provide students with an understanding of the menu as the central function of a food service operation.

II Provide students with the knowledge and skill to plan various types of menus used in a variety of food service operations for diverse occasions.

III Provide students with the knowledge and ability to identify sources of market supplies and specific buying guides for purchasing various food products, and small equipment.

*STUDENT LEARNING OBJECTIVES:*

I Provide students with an understanding of the menu as the central function of a food service operation.

A The student will be able to identify the functions of the food service operation which are effected by menu planning.
1 The menu as a production schedule
2 Effective utilization of equipment and personnel
3 Economic feasibility

II Provide students with the knowledge and skill to plan various types of menus used in a variety of food service operations for diverse occasions.

A The student will be able to plan and evaluate menus which are nutritionally adequate, psychologically appealing within a budget and using available personnel and equipment in the home or family and in group care facilities.
1 Hospitals - select menus, 5 meal plans, etc.
2 School Meals - Type A lunch, breakfast, snacks
3 College Residence Halls
4 Camps
5 Cafeterias
6 Special functions - banquets, buffets, teas

**Menu Planning and Purchasing (continued)**

III Provide students with the knowledge and ability to identify sources of market supplies and specific buying guides for purchasing various food products and small equipment.

A The student will be able to identify various methods of purchasing, i.e. open market, bid, centralized.

B The student will be able to cite government controls, USDA grades and other standards by which quality is determined and assured.

C The student will demonstrate ability to write purchasing policies and procedures for various types of food service operations.

D The student will be able to write specifications for purchasing various food commodities:
1 Fresh fruits and vegetables
2 Processed fruits and vegetables
3 Dairy products
4 Cereal products
5 Fats and oils
6 Meat, fish, poultry, eggs
7 Beverages

E The student will be able to write specifications for purchasing small equipment.

SUGGESTED TEXTS:

Fowler, West, Shugart. *Food for Fifty,* Wiley & Sons.

Visick and VanKleek. *Menu Planning,* McGraw-Hill Book Company.

Kotschevar, Lendel. *Quantity Food Purchasing,* Wiley & Sons.

Pamphlets and Buying Guides from California Agricultural Extension and U.S.D.A.

*Operational Manual for School Food Service,* California Association of Business Officials, Department of Education, Sacramento.

*COURSE TITLE:* **Modified Diets**

*COURSE DESCRIPTION:*

This course is the application of the principles of nutrition as they relate to special and abnormal physical conditions.

The course provides the knowledge, skills and attitudes for job functions #5 - 13 - 14 - 16.

*PREREQUISITE:* Nutrition

*RECOMMENDED HOURS:* 2 Hours Lecture

*RECOMMENDED UNITS:* 2

*MAJOR COURSE GOALS:*

I Provide student with knowledge of principles of nutrition as related to physiological needs of the body.

II Provide student with knowledge of routine hospital diets and the modifications necessary for certain disease conditions.

III Provide student with an understanding of the importance of accuracy in carrying out the physician's orders.

IV Provide student with the ability to understand and appreciate the patient's difficulty in accepting a diet modification.

V Provide student with the ability to recognize their own limitations and the ability to seek additional information from appropriate sources.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with knowledge of principles of nutrition as related to physiological needs of the body.

A The student will be able to relate the physiological needs of the body as a rationale for modification of diet.
1 Recognize need for a sodium restricted diet in a patient with edema, liver disease, kidney failure or coronary disease.
2 Recognize need for bland-low residue diet in a patient with gastro-intestinal disease.
3 Recognize need for a calculated calorie diet in an obese or diabetic patient.
4 Recognize need for a fat-restricted diet in a patient with gall bladder disease.

II Provide student with knowledge of routine hospital diets and the modifications necessary for certain disease conditions.

A The student will define and identify nutritional adequacies of routine hospital diets.
1 Regular or General
2 Soft
3 Full liquid
4 Clear liquid

Modified Diets (continued)

B The student will be able to plan routine diet modifications.
1 Bland - Low Residue
2 Diabetic - Calorie Restricted
3 Fat restricted
4 Sodium restricted (2-4 gm, 1000 mgm, 500 mgm, 250 mgm)

III Provide student with an understanding of the importance of accuracy in carrying out the physician's orders.

A The student will be able to carry out routine procedures in interpreting a physician's diet order.

B The student will be able to accurately follow the diet prescribed by the physician.

C The student will be aware of information available in patient's chart.

IV Provide student with the ability to understand and appreciate the patient's difficulty in accepting a diet modification.

A The student will be able to recognize the patient's problems in accepting a diet modification.
1 Psychological needs
2 Economic conditions
3 Physical handicaps
4 Palatability of "diet" foods

V Provide student with the ability to recognize their own limitations and the ability to seek additional information from appropriate sources.

A The student will be able to recognize the need for additional knowledge and assistance from a dietitian in carrying out orders for specialized diets, i.e. poly unsaturated fatty acids, hypo-lipo proteinemia, etc.

SUGGESTED TEXTS:

Robinson, Corrine H. *Basic Nutrition and Diet Therapy,* 3rd Edition, MacMillan Publishing Company, Inc., New York.

Williams, Sue Rodewell, *Nutrition and Diet Therapy,* C. V. Mosby, 1973.

*COURSE TITLE:* **Modified Diets – Supervised Field Experience**

*COURSE DESCRIPTION:*

This course provides the knowledge, skills and attitudes for the job functions #5 - 13 - 14 - 16.

*RECOMMENDED HOURS:* 75

*RECOMMENDED UNITS:* 1

*STUDENT LEARNING OBJECTIVES:*

I The student will visit patients and assist in menu selection which involves normal diets or routine diet modifications.

II The student will analyze the patient's acceptance of his diet and check for accuracy of the diet as received by the patient.

III The student will plan and prepare nourishments for routine modified diets.

- A Bland
- B Diabetic
- C Sodium Restricted
- D High Calorie, High Protein

IV The student will plan and prepare tube feedings.

- A Milk Base
- B Blenderized
- C Elemental

V The student will demonstrate his ability to interpret physician's diet orders and modify diets according to those instructions.

- A Demonstrate ability to follow procedures for processing and implementing new diet orders.
- B Demonstrate ability to set up and maintain accurately a patients' dietary cardex.

VI The student will be able to accurately write routine modified diets:

- A Bland - Low Residue
- B Sodium Restricted
- C Diabetic - Calorie Restricted
- D Fat Restricted

VII The student will be able to analyze the patients' chart for information that relates to the nutritional status and care of the patient.

E DIETETIC TECHNICIAN
SCHOOL FOOD SERVICE MANAGER II AND III

*Job Summary:*

A person, who under the general supervision or with consultation from a dietitian and/or food service director or administrator has the **overall management responsibility** of a designated unit or department of a health care, community care or school food service. Basic responsibility includes assisting the dietitian or food service director in the assessment, planning, implementation, coordination evaluation of the food service operation, and maintenance of adequate nutritional care.

*Job Functions:*

1 Attends relevant training classes and workshops for professional improvement.

2 Establishes and maintains sanitation standards among personnel, in food preparation, food service and departmental maintenance.

3 Establishes procedures to uphold safety standards and oversees the safe use and maintenance of equipment.

4 Directs the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

5 Directs the service and delivery of food to patients, students, staff, to promote client satisfaction.

6 Plans and directs food service for special activities.

7 Requisitions and/or purchases food, supplies and small equipment according to established specifications and to meet menu and census need. Assists in establishment of these specifications.

8 Assures maintenance of required department records, i.e. personnel, inventory, cost, menu, consultant's reports, in-service records.

9 Directly supervises a force of subordinate food service employees. Staffs, schedules, plans work assignments and holds department meetings.

10 Responsible for selection, orientation training and evaluation of department personnel and maintenance of appropriate records. Provides a program of in-service education and staff development.

11 Participates in development of procedures for settling grievances and labor relations.

12 Coordinates departmental concerns with food service director or consultant dietitian and/or the administrator. Functions as a department head with other department heads in regularly scheduled conferences.

13 Plans appropriate menus, and submits to dietitian/food service director for approval, adjusts for leftovers, nutritionally equivalent substitutes and emergencies. Modifies routine diets or menus according to an established pattern.

14 Establishes and maintains procedures to insure adequate nutritional care. In health care and community care facilities processes and implements diet orders and maintains a patient dietary record. In school food service, assumes the responsibility for daily menu work sheet.

15 Establishes a system to check, inspect and store all incoming food and supplies.

16 To promote a program of nutritional care, procures nutrition resource materials and serves as resource person for nutrition education program.

17 Assists in establishing, evaluation and/or amending departmental procedures.

18 Evaluates and recommends changes in food service/or production systems.

19 Maintains an established system of food sales and merchandising.

20 Participates in budget development and implementation of a system of cost accounting.

21 Participates in facility planning and selection of equipment.

22 Promotes and maintains effective communications.

23 Promotes effective public relations.

24 Participates in food service management research studies, innovative programs, and technological advances.

**Job Function 1:** Attends relevant training classes and workshops.

Competencies required to carry out job function 1:

A Recognize the need for continuing self-development and education.

**Job Function 2:** Establishes and maintains sanitation standards among personnel, in food preparation, food service and departmental maintenance.

Competencies required to carry out job function 2:

A Identify and describe the microorganisms and their relationship to food preparation and service (beneficial and pathogenic).

B Explain the necessity for sanitary conditions in the preparation and service of food.

C Describe the basic procedures required for the cleaning of work area, utensils, and equipment to maintain sanitary standards.

D Describe the difference between cleaning and sanitizing with appropriate compounds to maintain the appropriate environment.

E Maintain a system of cleaning for all preparation and service personnel with an appropriate checkup system.

F Define those requirements as specified under local, state, and federal law regulations.

G Describe an effective insect and rodent control system.

H Identify a system of garbage and refuse disposal, laundry, floor maintenance, and storage of cleaning supplies.

I Demonstrate ability to set up and operate a two tank dish machine, one tank machine and a manual handwashing procedure.

J Describe and cite examples of personal standards of grooming including dress, appearance, habits, etc.

K Demonstrate the ability to establish a system for maintaining standards of sanitation. Includes appropriate check lists, cleaning schedules, etc.

**Job Function 3:** Establishes procedures to uphold safety standards and oversees the safe use and maintenance of equipment.

Competencies required to carry out job function 3:

A Identify the basic types of accidents which occur within a food service operation and appropriate preventive measures.

B Identify and perform the basic first aid techniques necessary in emergencies which might arise within a food service facility.

C Describe accepted procedures for operating, cleaning and care of each major equipment item.

D Describe accepted procedures for using, cleaning, care and storage of knives and potentially dangerous small equipment items.

E Identify and locate in the place of employment: power panels, and gas shutoff valves. Describe procedures in an emergency power failure.

F Demonstrate the use and operation of fire extinguishers for each type of fire.

G Report accidents and refer potential safety hazards to the Food Service Director or Consultant Dietitian.

H Recommend employee participation in an approved First Aid and Safety course.

I Demonstrate completion of an approved First Aid and Safety course.

J Ability to establish or implement a program of accident prevention and safety procedures for their department.

**Job Function 4:** Directs the preparation of food within an established production system following standardized recipes, preparation and service methods and food handling techniques to insure acceptable standards.

Competencies required to carry out job function 4:

A Cites criteria and standards for quality food products.

B Defines terminology used in food preparation.

C Demonstrates recommended methods of measuring or weighing ingredients.

D Demonstrates understanding and use of standardized recipes in food preparation.

E Ability to adapt standardized recipes to desired yield.

F Exhibits familiarity with all basic equipment pieces used in food preparation: mixer, blender, chopper, slicer, steamer, steam table, range, hot top, broiler, oven, toaster, disposal, fryer, etc.

G Exhibits familiarity and appropriate use of all small equipment items: dipper, ladle, spoon, knife, etc.

H Demonstrates knowledge of recommended procedures for the preparation of all food groups, types, and classification.

I Demonstrates the incorporation of work simplification and work organization methods within the assignment of work space and plan of daily work.

J Compare the quality, and work involved, or convenience foods vs. total preparation.

K Demonstrate ability to schedule his/her time to complete both food preparation and administrative responsibilities.

L Ability to efficiently utilize scheduled time for administrative responsibilities.

**Job Function 5:** Directs the service and delivery of food to patients, students, staff, to promote client satisfaction.

Competencies required to carry out job function 5:

A Describes the recommended method for setting up trays, tables, or individual place settings.

B Demonstrates ability to serve foods attractively in appropriate dishes with appropriate garnishes.

C Identifies appropriate size dish, serving utensil, temperature of food item for service and portion size.

D Demonstrates ability to set up a tray line or service system according to established procedures, organizing work, and assigning personnel to positions.

E Inspects returning trays or food from dining room to access amount of food consumed versus waste and refer these concerns to Food Service director or consultant dietitian.

F Demonstrates the ability to plan, organize, and implement a delivery system, utilizing work simplification techniques, available staff and quality standards for food service.

**Job Function 6:** Plans and directs food service for special activities.

Competencies required to carry out job function 6:

A Demonstrates ability to properly prepare, set up and serve meals for special activities.

B Recognizes the importance and role special meal functions play as a public relations tool in the community.

C Ability to direct employees in the preparation and service of planned meals for special activities.

D Ability to establish procedures for preparation and service of meals for special activities.

E Ability to plan appropriate menus for special activities.

**Job Function 7:** Requisitions and/or purchases food and supplies and small equipment, according to established specifications to meet menu and census need. Assists in the establishment of these specifications.

Competencies required to carry out job function 7:

A Identify sources of food and equipment and supplies in local markets and among area purveyors.

B Demonstrate familiarity with portion sizes, servings per unit, count or size, and expected production capacity per recipe.

C Demonstrate familiarity with recommended standard procedures, records and forms to requisition or purchase food supplies, and small equipment.

D Demonstrate the ability to requisition or directly purchase food according to established specifications and/or maintaining a predetermined minimum stock level of food in conjunction with planned menus.

E Ability to recognize the need for new and replacement of small equipment items and requisition or purchase such items.

F Identifies and evaluates sources of food supplies in local markets and among area purveyors.

G List and utilize specific buying guides for food purchasing:
- servings per unit purchased
- size of marketed item and pack
- quality required for desired use

H Cite government controls, USDA grades and other standards which determine food quality.

I Demonstrate familiarity with food purchasing procedures and ability to utilize seasonal, surplus and substitute food items.

J Compare types of foods which can be purchased to vary the level of cost and quality of a menu.

K Demonstrate familiarity with recommended standard forms, records and procedures for the purchase of food supplies and small equipment.

L Demonstrate ability to write specifications for the routine purchase of food, dishware, cleaning supplies, and small equipment.

M Cite sources of outside assistance and marketing aids which can be utilized within the purchasing system.

**Job Function 8:** Assures maintenance of required department records, i.e. personnel, inventory, cost, menu, consultant's reports, in-service records.

Competencies required to carry out job function 8:

A Demonstrates appropriate telephone techniques.

B Demonstrates techniques utilized in establishing and maintaining good public relations.

C Demonstrates ability to tabulate diets/menus required and write basic food production orders.

D Describes procedure for maintaining meal census.

E Demonstrates ability to take a physical inventory.

F Describes procedure for recording invoices, personnel forms, payroll cards, time sheets, and accident forms.

G Demonstrates ability to direct employees in collecting and maintaining appropriate data for adequate maintenance of records.

**Job Function 9:** Directly supervises a force of subordinate food service employees. Staffs, schedules and plans work assignments, and holds departmental meetings.

Competencies required to carry out job function 9:

A Demonstrate knowledge of the responsibility of a Supervisor and list the techniques needed for the job.

B Demonstrate the ability to motivate people and to effect change.

C Demonstrate the ability to implement policies relating to personnel through written procedures covering: staffing, employee benefits, work regulations, work organization, etc.

D Demonstrate ability to plan appropriate work assignments and schedule employees.

E Demonstrate ability to write job descriptions for all positions for which they are responsible, including their own, identifying qualifications and requirements for the various job positions.

F Analyze self in terms of ability to relate with the public.

G Follows established procedures for regular evaluation of staff for whom he is responsible. (Such as: job competencies, personal appearance, ability to get along with people.)

H Demonstrate ability to plan and conduct effective employee meetings.

I Ability to motivate employees to actively participate in departmental concern.

**Job Function 10:** Responsible for selection, orientation training and evaluation of department personnel and maintenance of appropriate records. Provide a program of in-service education and staff development.

Competencies required to carry out job function 10:

A Carries out a planned orientation program for all new employees.

B Demonstrates ability to implement departmental regulations and procedures.

C Participates in a planned in-service training session, and maintains appropriate records.

D Demonstrates ability to follow up instruction and in-service training session with effective evaluation and documentation of performance.

E Assists in planning a program for staff development.

F Participates in the planning of in-service training program and its implementation.

G Demonstrate ability to interview and select new employees.

H Ability to maintain employees files, conduct evaluation interviews and maintain accurate records.

I Establish procedures for effective personnel utilization.

J Demonstrate the ability to plan and implement a program of in-service education.

**Job Function 11**: Participates in development of procedures for settling grievances and labor relations.

Competencies required for job function 11:

A Demonstrate the ability to recognize potential employee problems.

B Ability to communicate employee needs to administration.

C Demonstrates knowledge of labor union policies.

D Recommends and/or implements methods of settling employee grievances, effecting discipline, promoting intradepartmental cooperation and employee efficiency.

E Demonstrates knowledge of county, state, federal regulations regarding fair employment practices.

F Ability to work with administration to establish an equitable wage and benefit structure.

G Describe the organization and function of labor unions.

**Job Function 12**: Coordinates departmental concerns with the food service director or consultant dietitian and/or administrator. Functions as a department head with other department heads in regularly scheduled conferences.

Competencies required to carry out job function 12:

A Describe the organization of the facility and the responsibilities of each department within the facility.

B Describes departmental organization and relationships and responsibilities for all personnel.

C Describes the functions and goals of the department.

D Relates and defines their own role, including accountability, in relation to food service director/manager/dietitian/dietetic technician/dietetic assistant.

E Demonstrates the ability to evaluate concerns and make positive decisions within their own job responsibilities.

F Recognizes and implements departmental compliance with legal local, state and federal requirements, e.g. OSHA, Public Health, Medicare/Medicaid, USDA.

G Demonstrates a high personal standard of ethics in relation to the facility and the profession.

H Ability to relate with other staff and communicate departmental concern.

I Ability to plan and contribute to effective department head meetings.

J Demonstrate ability to function as liaison in communicating problems, offering alternative solutions considering constraints, and responding to subordinates.

**Job Function 13:** Plans appropriate menus, and submits to dietitian/food service director for approval, adjusts for leftovers, nutritionally equivalent substitutes and emergencies. Modifies routine diets or menus according to an established pattern.

Competencies required to carry out job function 13:

A Relates the importance of food to the health of the people served.

B Demonstrates the ability to make nutritionally equivalent substitutions.

C Ability to utilize leftovers.

D Ability to make adjustments for emergencies.

E Demonstrates the ability to carry out routine diet patterns according to the diet manual, or school meal pattern.

F Ability to solicit and incorporate valid suggestions of patients, students, and staff in adjusting or modifying recipes and/or menus.

G Demonstrates ability to plan, prepare, and provide supplemental feedings.

H Demonstrate a basic ability to plan and evaluate menus for the following factors:
- nutritional adequacy
- psychological appeal, i.e. ethnic, age, color, texture
- effective utilization of equipment and personnel
- within budgeted cost figures

I Describe the importance of the menu and utilize it effectively as key to production and service needs:
- employee scheduling
- pre-preparation work
- purchasing concerns
- cost control
- client satisfaction
- work flow

J Adjusts and coordinates the basic menu to meet a variety of specialized needs:
- special meal functions
- clientele groups served
- special guests

K Recognizes the physiological reasons for routine diet menu modification.

L Write routine diet modifications according to diet manual:
- bland
- low residue
- 1000 mg and 2500-4000 mg sodium restrictions
- low fat, low cholesterol
- calorie restricted diets
- diabetic diets (1200-1500-2200 calories)
- high protein
- puree or liquid

**Job Function 14:** Establishes and maintains procedures to insure adequate nutritional care. In health and community care facilities processes diet orders and maintains a patient dietary record. In school food service, assumes the responsibility for daily menu work sheets.

Competencies required to carry out job function 14:

A A basic knowledge and understanding of nutrition as it relates to healthy bodies, teeth, and sound mental health.

B Ability to explain the importance of food and food service to patients, students, and staff, health care, community care, and school food service.

C Identify the role and responsibilities of the supervisor in promoting good nutritional care.

D In health care facilities, demonstrate the ability to process new and changed diet orders, use tray cards for patient identification; maintenance of patient cardex and food preferences.

E In school food service, demonstrates ability to collect appropriate data for daily menu work sheets.

F Demonstrates ability to interview patient/students/staff for food habits, likes and dislikes and implement desired changes in food served.

G In health care facilities, implements procedures for effective coordination between dietetic service and nursing service, in relation to diet orders, special diet needs, patient census, discharge, supplemental feeding, etc.

H In school food service, implements procedures for effective cooperation between food service and teaching staff in relation to student participation in lunch program, nutrition period, and special feeding programs.

I In school food service, demonstrates ability to direct the collection of data and preparation of daily menu work sheet.

**Job Function 15:** Establishes a system to check, inspect and store all incoming food and supplies.

Competencies required to carry out job function 15:

A Recognizes and demonstrates familiarity with forms used in the receiving of food and supplies.

B Demonstrates ability to check invoices or delivery slips against original order or purchase requisition, utilizing weighing or counting of items.

C Analyzes goods received, for quality expected, with procedures for the return of unacceptable goods.

D Demonstrates knowledge of procedures for the return of unacceptable goods.

E Describes proper storage methods for various types of food and supplies.

F Maintains a system of inspection.

G Maintains a storeroom inventory system.

H Demonstrates knowledge of storage requirements: shelving, spacing, rotation of goods, distance from floor and ceiling, containers, correct storage temperatures for all types of food.

I Sets up a system to insure the inspection of all food, supply, and equipment items received.

J Designs a storeroom inventory system adapted to the needs of the facility.

K Devises a procedure for the checking of all food and supply storage considering legal requirements, desired temperature, food rotation, and inventory.

**Job Function 16:** To promote a program of nutritional care, procures nutrition resource materials and serves as resource person for nutrition education program.

Competencies required to carry out job function 16:

A A basic knowledge of nutrition as it relates to healthy bodies, teeth, and sound mental health.

B The ability to communicate the belief that the nutritional status of the consumer, well or ill, can be improved thru good food and education.

C Demonstrate familiarity with other agencies and services which can be used for support and/or problem referred.

D Demonstrates knowledge of reliable sources and availability of nutrition information.

E Availability to prepare a bibliography of nutrition resource materials available.

F Ability to utilize audio-visual media in the presentation of nutrition educational programs.

**Job Function 17:** Participates in establishing, evaluation and/or amending departmental procedures.

Competencies required to carry out job function 17:

A Demonstrates ability to differentiate between policy and procedure.

B Demonstrate ability to develop a procedure for a routine departmental function or operation.

C Cooperatively participates in developing and updating procedures for Food Service Department.

D Explains the necessity for maintaining posted procedures for safety and sanitation, food preparation and service.

E Demonstrate understanding of departmental procedures through maintaining and utilizing an effective procedure book pertinent to departmental needs.

F Ability to write, develop, and maintain a departmental procedure manual.

**Job Function 18:** Evaluates and recommends changes in the food service or production systems.

Competencies required to carry out job function 18:

A Ability to identify a problem, research knowledge, and make decisions about possible solutions.

B Ability to collect data, maintain records to substantiate recommended changes in systems.

C Ability to effectively communicate (oral and written) requests for change to consultant dietitian/food service director/or administrator.

**Job Function 19:** Maintains an established system of food sales and merchandising.

Competencies required to carry out job function 19:

A Ability to establish a pricing system for food sales.

B Demonstrate ability to establish a system of sales analysis.

C Demonstrates knowledge of principle of merchandising.

**Job Function 20:** Participates in budget development and implementation of a system of cost accounting.

Competencies required to carry out job function 20:

A Basic knowledge of accounting principles.

**Job Function 21**: Participates in facility planning and selection of equipment.

Competencies required to carry out job function 21:

A Ability to prepare and write specifications for equipment purchases.

**Job Function 22**: Promotes and maintains effective communication.

Competencies required to carry out job function 22:

A Demonstrates ability to communicate thru written and oral means.

**Job Function 23**: Promotes effective public relations.

Competencies required to carry out job function 23:

**Job Function 24**: Participates in food service management research studies, innovative programs, and technological advances.

Competencies required to carry out job function 24:

A Demonstrates awareness of trade and technical journals.

B Demonstrates knowledge of new products and market trends.

E In order to satisfy the competencies for this position you need to implement these courses:

**DIETETIC TECHNICIAN (FDM) Food Management**
**SCHOOL FOOD SERVICE MANAGER II & III**

| Recommended Courses | Minimum Units |
|---|---|
| Intro. to Food Service and Work Organization | 3 |
| Sanitation, Safety & Equipment | 3 |
| Principles of Food Preparation | 2 |
| Quantity Food Preparation | 3 |
| Nutrition | 2 |
| Supervision and Training Techniques | 3 |
| Food Production Management (with lab) | 2 |
| Menu Planning & Purchasing | 3 |
| Financial Mgt. & Control | 3 |
| Organizational Mgt. (with 75 hrs. field experience) | 4 |
| Food Service Systems (with 75 hrs. field experience) | 4 |
| Advanced Seminar & Field Exp. (75 hrs. field plus seminar) | 2 |
| Nutrition Care - School Records | 1 |
| Supervised Field Experience | 2 |
| Child Development | 3 |
| Nutrition Care - Health | 1 |
| Supervised Field Exp. | 2 |
| Modified Diets | 2 |
| Supervised Field Exp. | 1 |
| * Health Care Delivery Systems | 2 |
| **General Education Requirements** | |
| Humanities | 3 |
| * Sociology | 3 |
| Natural Science | 3 |
| Psychology -or- Human Relations | 3 |
| Communication skills | 3 |
| Total Units | 63 |

*Suggested Electives:* *Typing, Color & Design, Chemistry, Anatomy & Physiology Gerontology*

* *See A.D.A. Essentials for the Dietetic Technician.*

*COURSE TITLE:* **Financial Management and Control**

*COURSE DESCRIPTION:*

Managerial concepts of accounting and cost control applied to the food service industry in order to assume responsibility for planning and control decisions. Includes terms, report forms, financial statements, budgets and operating statements.

This course provides the knowledge, skills and attitudes for job functions # 4 - 7 - 8 - 15 - 20 - 21.

*PREREQUISITE:*

*RECOMMENDED HOURS:* 3 Hours Lecture

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Provide student with basic knowledge of accounting concepts.

II Foster understanding of accounting as system of management information and control.

III Assume familiarity with financial statements and their interpretation.

IV Provide understanding of needs and methods to control food service departmental costs.

V Promote familiarity with the budget and the budgeting process.

VI Provide opportunity to apply concepts of accounting and cost control to specialized areas of food service.

*STUDENT LEARNING OBJECTIVES:*

I Provide student with basic knowledge of accounting concepts.

A Define 50 common terms related to accounting and bookkeeping which have application to food service financial management.

B Explain the basic concepts or rationale for dealing with accounting as records of past performance.

C Chart the flow of expenses and revenue through typical food service business.

D List the steps and explain the function of the records maintained in the sequential flow of information.

E Compare double and single entry bookkeeping systems.

II. Foster understanding of accounting as system of management information and control.

1. Describe how accounting can be used as a management tool for planning.
2. Explain the predictability of future costs, expenses and sales based upon past history.
3. Explain how controls can be placed upon variable costs through the correct interpretation of figures and data.
4. Show how a balance sheet, profit and loss statement, and statement of capital are the most useful accounting summaries to management for planning and decision making.

III. Assume familiarity with the financial statements and their interpretations.

1. Interpret the use of the balance sheet in a problem solving situation.
2. Interpret the income and expense statement and be able to draft one for a special specialized area of the food service industry.
3. Describe, compare and analysis of typical financial statements and supporting records. Include operating ratios.
4. List the various types of funding sources for a business.
5. Show how the statement of capital indicates business assets.
6. Chart graphically and explain mathematically the "breakeven" point within a food service business.
7. Compare operating ratios for various types of food service operations.

IV. Provide an understanding of need and methods to control food service departmental costs.

1. Explain the factors which affect food as a controllable item of expenditure: and which contribute to a high or low food cost
   a. Menus
   b. Type of service
   c. Purchasing methods
   d. Storage and receiving
   e. Food production
   f. Portion control
   g. Pricing system
2. Explain the factors which affect labor costs and the ability to control such costs and which contribute to a high or low labor cost.
   a. Type of service and extent of service
   b. Hours of service
   c. Type of menu and production system
   d. Physical plant (size and arrangement)
   e. Equipment and its arrangement
   f. Personnel program and policies
   g. Employee benefits (including meals)
   h. Supervision
3. Explain the factors which control operating costs.
4. Demonstrate familiarity with records for controlling all aspects of operational costs.
5. Describe how to control operational waste (food, supplies, time, personnel utilization, etc.)

V Promote familiarity with the budget and the budgeting process.

A Construct a budget and describe its anticipated use.

**Financial Management and Control (continued)**

B Show how a budget serves as both a forecasting and an evaluation tool for a food service operation.

C Explain how a budget reflects the philosophy of management.

VI Promote opportunity to apply the concepts of accounting and cost control to specialized areas of food service.

A Describe and demonstrate familiarity with specific management controls and procedures for a specialized food service operation.

B Describe federal and state regulations which have a bearing on the number and types of records that are kept, reporting procedures and lengths of time records are kept.

C Produce a typical set of books for the record keeping responsibilities in a selected type of food service operation.

SUGGESTED TEXTS:

Welch, John. *Analyze Your Food Cost,* University of Missouri, Agr. Extension Circular 723, July 1960.

*Operational Manual for School Food Service,* Supplement 1, Chapter 9 - Accounting Procedures, March 1971, California Association of School Business Officials.

TEACHER REFERENCES:

California State Department of Education. *Management Procedures and Records,* Sacramento: Calif. State Dept. Educ. 1967.

*Administration of the School District Budget* - School Bus. Admin. Publ.: No. 7 Bulletin of the Calif. State Dept. Educ. Vol. XXIX No. 4, May 1959, Sacramento: Calif. State Dept. Educ. 1959.

*Administration of the School Food Service Program* - School Bus. Admin. Pub. No. 2, Bulletin of the Calif. State Dept. Educ. Vol. XXIX, No. 13, Dec. 1960, Sacramento: Calif. State Dept. Educ. 1960.

*California School Accounting Manual* - (1966 edition) Calif. Bus. Admin. Pub. No. 8, Sacramento: Calif. State Dept. Educ. 1966.

Horwath & Horwath. *Uniform System of Accounts for Restaurants,* Nat. Rest. Assoc. 1958, Chicago.

Brodner, *Profitable Food & Beverage.*

*Food and Beverage Controls,* American Hotel Assoc. Educ. Inst. Operations Div. N.Y., 1961.

Keisler. *How to Increase Profits with Portion Control,* Ahrens, N.Y. 1957.

*Food Cost Control for the Small Hospital,* The American Dietetic Assoc., Chicago.

*COURSE TITLE:* **Organizational Management**

*COURSE DESCRIPTION:*

The systematic development of concepts and techniques of management and its application to the organization and management of schools, health care and community care food service operations. The coordination of organizational resources to achieve operational goals.

This course provides knowledge, skills and attitudes for job functions #8 - 9 - 11 - 12 - 17 - 18 - 20.

*PREREQUISITE:* Introduction to Food Service and Work Organization
Supervision and Training Techniques

*RECOMMENDED HOURS:* 3 Hours Lecture

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Present the definitions, nature of and basic concepts of management.

II Clarify the fundamental concepts of the planning function of management.

III Involve students in problem solving and decision making.

IV Compare the various types of organizational structures and relationships within group care food service operations.

V Assist the student to understand how management is responsible for the coordination and direction of departmental activities.

VI Present concepts of managerial control through departmental records, reports, audits, standards, budgets, etc.

VII Prepare students to make an evaluation of the managerial process and participate in organizational change.

VIII Show how a management information can be assisted through organized management.

IX Review qualifications and ethical behaviour of management.

*STUDENT LEARNING OBJECTIVES:*

I Present the definitions, nature of and basic concepts of management.

A Define a list of at least 50 most commonly used terms dealing with management and organization.

B Analyze and describe the management process (planning, organizing, directing, and controlling).

C Compare the four major approaches to the theory of management (production, administration, human relations and modern).

D Describe how organizational goals and objectives determine the direction of management.

E Compare the fundamental goals and objectives of the various types of group care food service operations (schools, hospitals, nursing homes, residence hall, community care facilities.)

II Clarify the fundamental concepts of the planning function of management.

A Define the planning process and describe its use or purpose.

B Compare the various types of plans and their classification by function and scope.

C Compare the various types of planning and the extent of planning by each level of management.

D Illustrate how to plan for sales and projected profit.

E Compare various types of production systems and show the required staffing or personnel needs.

F Compare various types of service systems and show the required staffing or personnel needs.

G Show how planning is the basis for implementation and action and how evaluation will modify that plan.

III Involve students in problem solving and decision making.

A Define the decision making process.

B List the steps in decision making.

C Through the use of case studies, resolve typical operational problems showing steps used in the decision making process.

D Compare the various historical techniques or theories in problem analysis.

IV Compare the various types of organizational structures and relationships within group care food service operations.

A Describe the various theories of organization. (X, Y, and Z).

B Describe how to structure an organization to implement institutional goals and objectives.

C Define and illustrate the span of control within an organizational structure.

D Compare the varying staffing and operational needs in a variety of production and service systems.

E Compare line and staff relationships.

F Describe the role of a consultant within an organization.

G Show how the organizational structure permits and foster delegation.

H Show the relationship between authority, responsibility and accountability in delegation.

V Assist the student to understand how management is responsible for the coordination and direction of its operation.

A Describe how management is responsible for organizational climate.

B Compare the various types of leadership styles and their effectiveness in coordination and direction.

C Describe the importance of effective communications within an operation.

D Illustrate the various types of communications and communication barriers which can exist within an organization as well as methods for improving communications.

E Show managements role in employee motivation.

F Illustrate an effective system of discipline.

G Compare the quality of work with the degree of direct supervision imposed.

VI Present concepts of managerial control through records, reports, audits, standards, budgets, etc.

A Describe how establishing standards directly affect the quality of operational control.

B List and describe non-budgetary controls (observation, reports, analysis, audit and PERT).

C Demonstrate ability to use typical report forms for non-budgetary controls within exemplary group care feeding operation.

D Illustrate how controls are basic to a quality assurance program.

E Describe how budgetary controls regulate and control costs.

VII Prepare students to make an evaluation of the managerial process and participate in organizational charge.

A Show how organizations are set up for convenience of management and subject to change.

B Discuss the steps in organizational analysis.

C Illustrate familiarity with various evaluation devices. Describe tools and techniques used to study organizations. (Questionnaires, position descriptions, organization charts, organization procedures, operational manual.)

D Illustrate various methods of managerial development in order to effect change.

E Participate in group decision making as it seeks to effect problem solving and management decision making, evaluation with resultant changes.

VIII Show how management can be assisted through an organized management information system.

A Describe the functions of an information system.

B Define the components of a management information system.

C Show the major advantages and disadvantages in utilizing a computerized or data processing system as an aid to management effectiveness.

IX Review qualifications and ethical behaviours of management.

A List the desirable personal qualifications for an effective manager.

B Stipulate the recommended educational requirements for various levels of management and explain the necessity for such qualifications.

C Explain why leadership ability is necessary for effective management.

D Describe ethical considerations of management and need for the establishment of high standards.

E List various determinants of ethical standards and practices.

SUGGESTED TEXTS:

Sisk, Henry L. *Management and Organization,* 1973, South-Western Publishing Co., Burlingame, Ca.

*Operational Manual for School Food Service,* California Assoc. of Business Officials, Dept. of Educ., Sacramento.

REFERENCES:

Haimann and Hilgert. *Supervision - Concepts and Practice of Management,* 1972, South Western Publishing Co., Burlingame, Ca.

Lundberg, Armatos. *The Management of Hotels, Restaurants and Clubs,* 1974, Wm. C. Brown Company, Dubuque, Iowa.

*COURSE TITLE:* **Organizational Management – Supervised Field Experience**

*RECOMMENDED HOURS:* 75

*RECOMMENDED UNITS:* 1

*STUDENT LEARNING OBJECTIVES:*

I Compare the organizational goals for at least 3 different group care organizations and describe how these determine or are interpreted into policy.

II Illustrate how goals affect organizational structure and staffing requirements.

III Describe standards which exist within 2 different group care operations and how these are operationally maintained.

- A Food quality (content and temperature)
- B Sanitation
- C Safety
- D Nutrition care

IV Demonstrate ability to maintain accurate non-budgetary controls in at least 2 different types of group care operations:

- A Meal service records
- B Menu work sheets
- C Records
- D Reimbursement forms
- E Payments
- F Income and expenditure records

V Make a daily sales analysis of 2 different group care facilities for a period of one month.

VI Demonstrate ability to adjust menu and service to special needs of clientele (age, health, economic constraints, etc.).

VII Show how donated or Federal commodities are used within a public school and maintain required reporting forms for at least one month.

VIII Develop procedure book based upon a set of model policies.

IX Develop an operational manual for this same model organization.

X Demonstrate ability and knowledge to handle emergency situations (injury, emotional upset, physical facility problem, absenteeism, delivery failure and natural catastrophy).

XI Evaluate the ability of 2 group care facilities to maintain Federal and State regulations or licensure laws.

Organizational Management (continued)

XII Demonstrate ability to plan, hold and report on group meetings.

XIII Demonstrate ability to use and develop assessment and/or evaluation tools necessary for the planning functions of management.

XIV Analyze and suggest alternate solutions to at least 3 typical assigned problems as they occur.

XV Compare the policy and procedures of 3 different group care food operations as they put into effect a plan of nutritional care.

XVI Show how reports, audits, budgetary costs, and evaluations are used in replanning and redirecting an organization.

XVII Compare the quality of work between 2 different operations; indicate the effect of leadership and controls upon the quality of such work.

XVIII Suggest a program for staff and management development in one group care food service operation.

XIX Compare qualifications of self with those personal, educational, and leadership qualifications stipulated for supervisory/management roles in one type of group care food service operation.

XX Illustrate and describe the effect of the ethical standards and leadership of the most outstanding management representative you have met in field experience.

*COURSE TITLE:* **Food Service Systems**

*COURSE DESCRIPTION:*

The recognition and evaluation of different food service systems, with emphasis on presentation and merchandising of food. How to plan and implement special meal functions.

This course provides the foundation of knowledge, skills, and attitudes for job functions #2 - 3 - 5 - 6 - 7 - 9 - 15 - 19 - 21.

*PREREQUISITE:* Food Production Management, Menu Planning and Purchasing, Financial Management and Control

*RECOMMENDED HOURS:* 3 Hours Lecture

*RECOMMENDED UNITS:* 3

*MAJOR COURSE GOALS:*

I Provide students with the knowledge of, and ability to, implement and evaluate food service systems.

II Provide student with the knowledge and skill to plan, implement and evaluate meals served for special activities.

III Provide student with a knowledge and understanding of food presentation, merchandising, and sales promotion.

*STUDENT LEARNING OBJECTIVES:*

I Provide students with the knowledge of, and ability to, implement and evaluate food service systems.

A The student will identify different types of food service systems.
- 1 Waited table service - dining room
  - a American
  - b French
  - c Russian
  - d English
- 2 Tray Service
  - a Hospital
  - b Cafeteria - traditional/scramble
  - c Room Service
  - d Flight food service
- 3 Counter-Service
  - a Coffee shop
- 4 Self-Service
  - a Vending machine
  - b Drive In - Walk Up
  - c Snack bar
- 5 Catering
  - a Off premise - truck
  - b On premise

B The student will be able to state advantages and disadvantages and appropriate use and selection of each system.

II Provide student with the knowledge and skill to plan, implement and evaluate meals served for special activities.

A The student will be able to plan suitable menus, determine cost, plan the room arrangements and determine number and time needed for preparation and service personnel.
1 Banquet
2 Luncheon
3 Buffet
4 Tea
5 Cocktail party - appetizers

III Provide student with a knowledge and understanding of food presentation, merchandising, and sales promotion.

A The student will identify the essentials needed for attractive food presentation and merchandising.
1 Food
a Plate dish up
b Plate temperature
c Attractive garnish
2 Service personnel
a Uniform
b Attitude mannerisms
c Skills

B The student will be able to illustrate methods of advertising and sales promotion.
1 Menu card - menu board
2 Table tents

SUGGESTED TEXTS:

*The Essentials of Good Table Service,* Cornell University, 1969.

Weiss, Edith and Hal. *Catering Handbook,* Ahrens Pub. Co., N.Y.

*COURSE TITLE:* **Food Service Systems – Supervised Field Experience**

*COURSE DESCRIPTION:*

This course provides the foundation of knowledge, skills and attitudes for job function #2 - 3 - 4 - 5 - 6 - 7 - 9 - 15 - 19 - 21.

*RECOMMENDED HOURS:* 75

*RECOMMENDED UNITS:* 1

*STUDENT LEARNING OBJECTIVES:*

I The student will participate in various types of service situations and evaluate for speed and efficiency.

- A Cafeteria line
- B Self service - snack bar
- C Counter service
- D Waited table-service

II The student will perform the duties of a waiter/waitress, dining room supervisor in a special meal function.

III The student will properly serve a demonstration type meal, using various types of service: Russian, French, English, American.

IV The student will demonstrate techniques used in merchandising food.

- A Design a menu card
- B Plan and implement a sales promotion
- C Plan and implement an advertising campaign

V Plan and implement a specific special meal function.

- A Plan menu, write food orders, calculate cost
- B List equipment needs
- C Chart work schedules - preparation and clean up
- D Plan theme and decorations, table tops
- E Plan room arrangement - table layout, serving tables, etc.
- F Cost accounting of completed special meal function.

*COURSE TITLE:* **Advanced Seminar**

*COURSE DESCRIPTION:*

The understanding of the role of technician as a professional, includes awareness of new technological advances, procurement of nutrition resource materials and provisions of nutrition education programs.

This course provides the foundation of knowledge, skills, and attitudes for job functions # 1 - 10 - 16 - 17 - 22 - 23 - 24.

*PREREQUISITE:* Nutrition, Modified Diets, Organization Management

*RECOMMENDED HOURS:* 1 Lecture Hour

*RECOMMENDED UNITS:* 1

*MAJOR COURSE GOALS:*

I Provide students with a spirit of professionalism with an understanding of the need for continuing education and an appreciation for active participation and membership in professional associations.

II Provide students with the ability to identify and use nutrition resource materials in providing a nutrition education program.

III Provide student with a knowledge of the expanding role of food service in the development of new food products, new equipment and technological advances.

*STUDENT LEARNING ACTIVITIES:*

I Provide students with a spirit of professionalism with an understanding of the need for continuing education and an appreciation for active participation and membership in professional associations.

A The student will identify the job role of the technician and competencies required and compare these skills with those of the dietitian/food service director, dietetic assistant and other food service personnel.

B The student will describe the benefits of active membership and participation in professional organizations.
1 Apply for membership in A.D.A., School Food Service Association, H.I.E.F.S.S. when eligible.
2 Discuss CODE OF ETHICS.

II Provide students with the ability to identify and use nutrition resource materials in providing a nutrition education program.

A The student will be able to identify valid sources of nutrition information.
1 Books, magazines, newspaper
2 Films, audio visual materials
3 Commercial sources
4 Professional sources

B The student will be able to plan, prepare and evaluate a program in nutrition education.

1 Hospitalized patients
2 Elementary or secondary school classes
3 Community programs

III Provide student with a knowledge of the expanding role of food service in the development of new food products, new equipment and technological advances.

A The student will have knowledge of new food products and new equipment.
1 Can cutting demonstration
2 New equipment demonstrations
3 New facility layout

B The student will be familiar with professional journals, commercial publications, and trade publications.

SUGGESTED TEXT:

*The Profession of Dietetics,* Report of the Study Commission on Dietetics, the A.D.A., 1972.

*COURSE TITLE:* **Advanced Seminar - Supervised Field Experience**

*COURSE DESCRIPTION:*

This course provides the foundation of knowledge, skills, and attitudes for job functions # 1 - 16 - 17 - 18 - 22 - 23 - 24.

*RECOMMENDED HOURS:* 75

*RECOMMENDED UNITS:* 2

*STUDENT LEARNING OBJECTIVES:*

I Participate with professional staff in evaluation of new food products and new equipment.

- A Can cutting and tasting new products.
- B New equipment demonstrations.
  - 1 Make comparison and list advantages of using new food product or new equipment.
- C Visit a food purveyor and equipment supply house.

II Write reports, using a professional or trade publication on new technological developments in equipment and food products.

III Plan and present a lesson on normal nutrition - include the preparation and use of a visual aid.

- A Hospitalized patients
- B School Children
- C Community program
- D Individual basis

IV Observe, evaluate and report on one nutrition education program being conducted by a dietitian/food service director in the community.

V Collect, organize and evaluate a file of nutrition education materials.

VI Attend meetings of a professional organization in the community and prepare a written report.

VII Plan and conduct a food service staff meeting.

VIII Prepare an analysis of the competencies required by the dietetic technician and compare with skills and other team members.

F FIELD EXPERIENCE

WHAT IS SUPERVISED FIELD EXPERIENCE?

Supervised field experience is a structured, unpaid experience which is coordinated with classroom work. A certified teacher is responsible for designing and planning the learning experiences to accomplish specific objectives. The student is placed in a work station to practice carefully selected tasks needed to gain a desired level of competence. The student is responsible to the college, not to the employer. The student has a specific job to perform to gain the necessary educational experience to accomplish a given set of objectives.

Contracts are initiated between the college and the employer supplying the work station. Contracts provide for the educational experience to assist the student in making the transition from education to the labor force. Each employer assigns a clinical supervisor who is responsible for the on-the-job supervised experience. The college provides an instructor to plan and coordinate the program.

The student, the clinical supervisor, and the college staff must constantly communicate in order to maintain appropriate valid learning experiences. Supervised field experience is not static. It must be constantly evaluated to insure that experiences provided help and assist the student to attain the desired level of competence.

FIELD EXPERIENCE (continued)

*AMERICAN DIETETIC ASSOCIATION'S STATEMENT ON FIELD EXPERIENCE:*

The American Dietetic Association in its ESSENTIALS FOR THE DIETETIC ASSISTANT states:

"The major goal of a program must be the development of the dietetic assistant's competency to practice in food service supervision. The program through which a given student progresses thus must be directed toward the development of this competency."

Excerpts from the listed requirements are these statements referring to the field experience:

Item 10 Written statements of program philosophy, program goals, and behavioral objectives for the didactic and field experience shall be prepared.

Item 11 Learning experiences shall be provided to assure the attainment of behavioral objectives to verify the competency of graduates.

Item 14 A minimum of 150 hours of supervised field experience must be incorporated within the program. This supervised field experience must be scheduled in conjunction with the instructional program and designed to lead to competency to practice in the field of food service supervision. For the recommended one academic year program, the hours of supervised field experience would increase to 225 hours.

Item 15 The field experience, as the critical part of the curriculum which leads to competency to practice, must be well supervised to assure it provides learning experiences, not just observation or apprenticeship. The field experience needs to be directly supervised by a qualified professional or a clinical instructor.

Item 16 Major field experience sites shall be in institutions or operations which are accredited by the appropriate agency, have sufficient experienced personnel, adequate equipment and learning experiences to provide the type and amount of experience required. Additional enriching experiences should be provided by the educational institutions. Contractual agreements are recommended if in facility other than one in which employed.

Essentials For The DIETETIC TECHNICIAN States:

Item 16 "A minimum of 450 hours of supervised field experience must be incorporated in the program. Supervised field experience must be scheduled in each of the second, third, and fourth semesters with the experiences paralleling the content of the major course, that is "nutrition care" for the program leading to competency in that area, and "management systems" for the program leading to competency in food service management. It is recommended that some supervised field experience be included in the first semester as well."

## G ALTERNATIVES

Students who enroll in food service educational programs will come with varied backgrounds in education and work experience. These should be handled in special individual ways:

A Students with previous educational training, i.e. military, correspondence courses, work shops.

1 Students should be counseled by the program director and thorough evaluation made of previous training. Judged on competencies to perform on the job - the program director can design an individualized program of instruction with independent studies or special projects to enable students to become competent in weak areas.

a An equivalency exam (which instructors can develop) can be given and advanced placement in the program awarded to the student.

b Each college has a mechanism for challenging a course. If the student feels he is knowledgeable in the course material he can arrange with the instructor to take the course examination and receive credit for the class.

B Students with work experience.

1 Students should be counseled by the program director and thorough evaluation made of competency to perform on the job. If the student is employed in a food service position some credit can be given for supervised field experience. The student must first enroll in the necessary courses and the instructor may excuse him from either all or part of the field experience component. The instructor should use the job functions and competencies in this guide to make this determination.

C Students who are geographically remote from the college.

1 Associate sites should be located so that all geographical areas are covered. The student will be able to enroll at the college nearest to him for the minimum F. S. Assistant I courses.

2 The field experience component could be accomplished at the facility where a student is employed with a preceptor. However, guidelines must be established, and arrangements made by the college for cooperation and coordination of the preceptorship. Preceptors must be available to devote time to directly supervise students in planned learning experiences.

## VII THINGS TO DO TO MAKE THE PROGRAM "LEGAL"

Once the program is established it becomes necessary to seek approval from the Community College Chancellor's office, State Health Department and professional agencies. This insures that graduates of the program will be qualified for employment in facilities which require attendance in a state approved course and membership in professional associations.

A State Approval

1 Chancellor's office

2 State Health Department

B Professional approval

1 American Dietetic Association

*A State Approval*

1 **The California Community College Chancellor's Office**

Course approval is submitted through the Dean of Vocational Education to the Chancellor's office.

Program approval (18 or more units in major) is submitted on a special form which among other things must indicate:

a Approval from Professional Association or licensure of occupational graduate. (In this case approval must be obtained from the Public Health Department for one of the designated colleges originally recommended by the California Dietetic Association.)

b Evidence of regional planning. A coordination within a geographic area must be demonstrated. For the designated colleges this must include support by vocational planning area colleges to support the program at the designated colleges as well as utilization of associate site colleges to offer only those needed courses or field experiences as necessary to provide the required educational program which is needed.

c Demonstrated need. A survey of the geographic area should be appended to the application. This should include not only the college district but the total area served by the designated college program.

2 **State Health Department**

The training program designed to qualify dietetic supervisors in Medicare and Medical certified skilled nursing facilities must be reviewed and meet standards of the State Health Department. These standards include enrollment of the designated experienced supervisor only; regional cooperation and planning with neighboring colleges and health care organizations; educational orientation to specific job competencies and the supervised field experience component; and close contact with the consultant dietitian in the facility in which the supervisor-student is employed. Details are found in the preliminary guide - "The Training Guide of Dietetic Service Supervisors Level I", prepared by the Chancellor's office, California Community Colleges and the California Dietetic Association, November, 1973.

Prior to requesting Health Department approval the college should contact an Agency Nutrition Consultant working with licensed facilities (State Health Department, Division of Licensure and Certification or L. A. County Health Department, Health Facilities Department).

The department will provide an application for approval. It will be evaluated professionally to determine that all criteria are met. Approval will be based upon this evaluation and satisfactory modification if appropriate.

*B Professional Approval*

**The American Dietetic Association**

"The American Dietetic Association establishes and maintains the standards for educational programs for dietetic assistants and technicians. It serves as the review body for approval of such programs. . . . These Essentials are the standards to be used in the development of an effective . . . educational program preparing assistants/technicians to practice in the field of dietetics."

Program Essentials can be obtained from:

Publications Department
The American Dietetic Association
430 North Michigan Avenue
Chicago, Illinois 60611

| | | | |
|---|---|---|---|
| DA Essentials - ED109 | $2.00/copy | Program Approval DT/FDM-ED 103 | $3.00/copy |
| DT Essentials - ED106 | $2.00/copy | Program Approval DT/NC -ED 104 | $3.00/copy |

Please prepay with check. Make payable to: *The American Dietetic Association.*

A fee is payable at the time a DA or DT program is submitted for approval. This covers the initial process and the handling of progress reports due at the end of the first and second years and any guidance to the program that becomes necessary during the intervening time. A program is to be resubmitted for approval every three years.

## VIII HOW TO SOLVE SPECIAL PROBLEMS.

Not all questions and concerns for development of a successful food service program can be covered in this guide. A few special problems that need to be dealt with are:

A Selection of appropriate times for classes.

B Selection of appropriate places for classes off campus sites.

C Selection of associate site colleges.

*A Selection of appropriate times for classes.*

Many students involved in the food service educational programs will be employed part-time or even full-time. Consideration must be given to the time of day classes are to be scheduled. Since the majority of employed students have two consecutive days scheduled as "days off" - it is probably best to schedule a 3 unit class on one day in a 3 hour block of time. Late afternoon (2-5 pm or 3-6 pm) or evening (7-10 pm) seem to be acceptable hours. A survey instrument* should be developed and circulated to potential sources of students, polling them for what day and time is most desirable for attending classes.

Pre-service students, attending school full time should have no difficulty adhering to a regular M-W-F or T-Th sequence of courses.

Field experience is most desirable if scheduled at a minimum of 5 hour block of time, preferably morning hours (7-12 am). Shorter periods of time, 1-2 hours, do not allow the students to engage in any meaningful experiences.

The length of time a student spends at a facility should also be considered. Rotations of 4 - 6 weeks is most desirable, an entire semester in one facility is probably too lengthy, and short periods of 1 - 2 weeks is too short for meaningful learning experiences to take place. In short periods of time students merely become familiar with the physical lay-out, and become acquainted with a few employees when the rotation is over. However, the number of field experience sites which are available will ultimately decide the time and length of rotation periods.

*B Selection of appropriate places for classes - off campus sites.*

Classes do not always have to be located on the college campus. It is sometimes desirable to offer classes in local hospitals, high schools, or other facilities. The location of classes in other facilities may help to cover a wider geographic area than just classes at the campus location. Recruitment for a class offered at a local hospital is not difficult, since the majority of the dietary department employees are encouraged to attend. For students returning to school after many years away, the college campus and classroom may be a very frightening experience, so attending class at another location may be less threatening. A working arrangement may be necessary with another local college if the off campus location desired is within another community college boundary.

*C Selection of associate site college.*

The geographically designated college should select the associate site colleges to work with them. A survey of the geographic area covered identifying skilled nursing facilities,

* *See appendix for sample survey instrument.*

acute hospitals and schools located in this area, would indicate feasibility of student attending established program at designated site or need for courses to be offered through an associate site college. Is it feasible for those potential students to travel to the designated site colleges or could an associate site offer parts of the program? The designated site assumes the leadership and coordination of programs in the geographic area. The associate site must cooperate in offering the courses most needed in the area. A written agreement between the colleges should be initiated. The designated site college should assist the associate site in finding and selecting instructors and providing them with appropriate course outlines. Only the designated site colleges will seek state and professional program approval. Frequent meetings of the program director and coordinators of programs at the associate sites should be held. This is where area planning and coordination will take place. When mutually agreeable, the associate site college may expand the program to a one year certificate level, and seek approval for the establishment of another designated site program.

It is of utmost importance that the designated sites and associate sites maintain a good working relationship.

## IX HOW TO EVALUATE SUCCESS

To judge the success of a program, the graduates, the employers, and the faculty should be requested to make formal evaluations. These evaluations should be done yearly. Programs will need to be reviewed and up-dated for professional approval every three years. Current or changing employment needs may also require program changes.

A Graduates of the program:

Conduct a follow-up study – ask graduates to:

1 Identify current work status and job functions.
2 Self-evaluation of their ability to perform expected job competencies.
3 Identify competencies possessed but not utilized.
4 Identify additional competencies needed.
5 Identify areas of strength and weakness in the program.

A follow-up study should also be done on student "drop-outs" to determine reasons the program was uanble to meet their needs.

B Employers of program graduates – send form requesting their reply to:

1 Ability of program graduate to perform on the job.
2 Identify deficiencies in competencies.
3 If previously employed, did the ability to function on-the-job improve?
4 Did completion of program increase possibility of promotion?

C Teaching staff:

1 Judged on job functions and competencies evaluate the competence of students and compare with expected competencies in program plan.
2 Make suggestions for program changes, additions or deletions in program.

D Advisory committee

Evaluations completed by graduates, student "drop-outs", and employers should be shared with the committee for possible recommendation for program changes.

E Job Placement

The ability of graduates of the program to obtain jobs, continue in jobs and/or be promoted should be used as a tool for judging success of the program.

## X APPENDIX

A Course outlines

B Designated colleges in California

C Sample survey instrument

D Other sources of assistance for the programs

E Advisory committee to Chancellor's Office

Note:

Because the color coding of sections in the original document will not be apparent in ERIC reproductions of the document, Course Outlines originally included in Appendix A have been interleaved with the appropriate Job Function descriptions in the body of the text.

## HOW TO USE THE OUTLINES FOR A PARTICULAR COURSE.

*FIRST:*

Determine if there is an existing course which covers essentially the same material as that suggested in the course outlines.

If a course currently exists which is similar in nature, perhaps the contents of the existing course can be adjusted to accommodate the material in the Guide course. This may or may not necessitate a change large enough to require curricular approval of the changed course.

If the course is similar in nature, but taught in another department that does not desire to change the course, it is suggested that the faculty involved consider the intent of the course in the Guide and some modification of instruction of this related course might take place. For example, a course may exist in the Business department which essentially covers the material in the recommended Supervision and Training Techniques course. It may be desirable to use this existing course and then to include within one or more of the specific major courses the direct application of that material to food service supervision.

If the contents of the existing course is basically different, a new course ought to be set up.

*SECOND:*

Each course adopted for the multi-level career program must be carefully developed further from the material in the Guide courses to identify the **learning activities** of students and **strategies for evaluation** which will take place.

On the following page a sample is included to illustrate the task that each faculty must assume prior to the teaching of a course. Since the specific earning activities and methods of evaluation will vary from program to program, these specifics were left for the faculty to develop.

Further, it is the responsibility of the individual faculty involved within the instructional program to verify that the course in fact covers the identified expected competencies as outlined in the Guide. The entire program is based upon the attainment of such competencies rather than a mere exposure of students to the appropriate material.

*THIRD:*

The Program Director is ultimately responsible for the content of the various courses, the identification of appropriate student learning activities and methods of student evaluation. The total program must ascertain that students will be competent to function in their expected job role upon the completion of each educational level.

## DEVELOPMENT OF COURSE GOALS AND OBJECTIVES INTO STUDENT LEARNING ACTIVITIES AND EVALUATION

| COURSE GOALS | COURSE OBJECTIVES | LEARNING ACTIVITIES | EVALUATION STRATEGIES |
|---|---|---|---|
| *EXAMPLE ONE:* | | | |
| Course: **Sanitation and Safety** | | | |
| I. Provide the student with the knowledge of the basic concepts of safety. | 1. Classify the types of fires and list the methods of extinguishing each. | 1. Demonstrate the use of various types of fire extinguishers:<br>a. water<br>b. foam<br>c. $CO_2$<br>d. dry chemical<br><br>2. Identify and describe the four major classes of fires:<br>a. ordinary combustibles<br>b. flammable liquids<br>c. electrical equipment<br>d. combustible metals.<br><br>3. During a laboratory session students will be involved with the use and procedure of handling the various types of fire extinguishers, illustrating use on the various classes of fires.<br><br>4. Use the USDA handout "Know Your Fire Extinguishers" as basic reference material. | 1. Given an example of each of the classes of 4 fires, the student will identify the appropriate type of fire extinguisher to use on that fire.<br><br>2 For each of the 4 types of extinguishers the student will identify which of the classes of fires it is appropriately used. |

| COURSE GOALS | COURSE OBJECTIVES | LEARNING ACTIVITIES | EVALUATION STRATEGIES |
|---|---|---|---|

*EXAMPLE TWO:*

Course: **Food Production Management**

| | | | | |
|---|---|---|---|---|
| I. Provide the student with the knowledge and understanding of the responsibilities of the production supervisor: | | | | |
| | 3. In the service of food | 3.D Maintain temperatures of food at recommended temperatures | 3.D During the laboratory period | |
| | | | 3.D Students will use food thermometers to determine the actual temperatures of food on a serving counter.<br><br>(1) taste test for palatability at various temperatures in comparison to a chart of recommended serving and eating temperatures.<br>(2) maintain a chart on the selected food items over the serving period (minimum of ½ hour) | 3.D Students will correctly list recommended serving and palatability temperatures of each major class of food.<br><br>(1) Students will demonstrate ability to use food thermometer in the checking and recording of food on a serving line over a meal period. |

| COURSE GOALS | COURSE OBJECTIVES | LEARNING ACTIVITIES | EVALUATION STRATEGIES |
|---|---|---|---|

*EXAMPLE THREE:*

Course: **Supervised Field Experience** to accompany Nutrition Care - Health

| | | | |
|---|---|---|---|
| I. Properly check trays: | 10.f Temperature of Food | 10.f Using a food thermometer spot check food on serving line to verify serving temperature. | 10.f Demonstrate familiarity with serving temperatures of food to insure maintenance of recommended serving temperatures. |
| 11. Tray delivery and return | 11.b Check temperature of food when tray served to patient. | 11.b Using a food thermometer spot check food served to patients for palatability temperatures. | 11.b Repeat above palatability temperatures. |

## COLLEGES CURRENTLY OFFERING SOME OR ALL OF THE RECOMMENDED PROGRAM:

| DESIGNATED COLLEGES | COLLEGES HOLDING CLASSES FOR DESIGNATED SITE OR SERVING AS ASSOCIATE SITE |
|---|---|
| American River College<br>4700 College Oak Drive<br>Sacramento, Ca. 95814 | Butte, Shasta, Yuba, College of the Siskiyous |
| Bakersfield College<br>1801 Panorama Drive<br>Bakersfield, Ca. 93305 | Porterville, Taft |
| Chaffey Community College<br>5885 Haven Avenue<br>Alta Loma, Ca. 91701 | |
| El Camino College<br>16007 Crenshaw Blvd.<br>Torrance, Ca. 90506 | Long Beach City College |
| Fresno City College<br>1101 E. University Ave.<br>Fresno, Ca. 93704 | Reedley, College of Sequoia, West Hills |
| Grossmont College<br>8800 Grossmont College Dr.<br>El Cajon, Ca. 92920 | |
| Los Angeles City College<br>855 N. Vermont Ave.<br>Los Angeles, Ca. 90029 | Santa Monica |
| Los Angeles Valley College<br>5800 Fulton Ave.<br>Van Nuys, Ca. 91401 | Antelope Valley College |
| Los Medanos Community College<br>2700 E. Leland Road<br>Pittsburg, Ca. 94565 | |
| Merritt College<br>12500 Campus Drive<br>Oakland, Ca. 94619 | San Francisco City College, Chabot |
| Modesto Junior College<br>College Ave.<br>Modesto, Ca. 95350 | San Joaquin Delta College |
| Orange Coast College<br>2701 Fairview Road<br>Costa Mesa, Ca. 92626 | Cerritos, Cypress, Rio Hondo |
| Pasadena City College<br>1570 E. Colorado Blvd.<br>Pasadena, Ca. 91106 | |

**Colleges Currently Offering Some or All of the Recommended Program: (continued)**

| DESIGNATED COLLEGES | COLLEGES HOLDING CLASSES FOR DESIGNATED SITE OR SERVING AS ASSOCIATE SITE |
|---|---|
| Riverside City College<br>3650 Fairfax Ave.<br>Riverside, Ca. 92506 | |
| Santa Rosa Junior College<br>1501 Mendocino Ave.<br>Santa Rosa, Ca. 95401 | Ukiah Adult, Napa, Marin |
| Ventura College<br>4667 Telegraph Road<br>Ventura, Ca. 93003 | Cuesta College, Moorpark |
| West Valley College<br>44 East Latimer Ave.<br>Campbell, Ca. 95008 | Cabrillo, Canada College |

SAMPLE

## QUESTIONNAIRE

1 Size of the facility _____ (Beds)

2 What position do you hold in your facility? (check one)

(a) Food service supervisor _____ _____
(b) Cook - Manager _____
(c) Administrator _____

3 Approximately how many **miles (one way)** from the campus of the college do you **live**? (circle one)

(a) 0-5; (b) 6-10; (c) 11-20; (d) 21-30; (e) 31-40; (f) 40 or more.

4 Approximately how many **miles (one way)** from the campus of the College do you **work**? (circle one)

(a) 0-5; (b) 6-10; (c) 11-20; (d) 21-30; (e) 31-40; (f) 40 or more.

5 How many **years** have you been a dietetic service supervisor? (circle one)

(a) 1; (b) 2-3; (c) 4-5; (d) 6-7; (e) 8-9; (f) 10 or more.

6 How old are you? (circle one) (a) 18-22; (b) 23-29; (c) 30-36;

(d) 37-43; (e) 44-50; (f) 51-59; (g) 60 and over.

7 Circle last grade of formal education completed. (circle one)

1 2 3 4 5 6 7 8 9 10 11 12 (College 1 2 3 4 5)

8 List other classes you have completed and give location and date.

| | Name of Class | Location | Date (year) |
|---|---|---|---|
| (a) | _____ | _____ | . . . |
| (b) | _____ | _____ | . . . |
| (c) | _____ | _____ | . . . |

9 Please indicate your preferences for class time and also day of week (circle preference)

*(Day)* Monday Tuesday Wednesday Thursday Friday Saturday

*(Hours)* 7-9 a.m. 9-12 a.m. 3-6 p.m. 4-7 p.m. 7-10 p.m. other (specify)

10. How many persons from your facility would be interested in these programs: (do not include yourself in number below)

(number)

SAMPLE



11 Are you assigned any actual cooking duties? (check one)

(a) cook 1 day per week _____
(b) cook 2 days per week _____
(c) cook 3 days per week _____
(d) cook 4 days per week _____
(e) cook 5 days per week _____
(f) cook no days per week _____
(g) other (specify) _____

12 Do you feel that training as a food service supervisor will benefit you in any way in your present position? (check one)

YES _____ NO _____

13 Has your Administrator indicated to you an interest in having you take classes at an approved college in order to meet the requirements of the regulations?

YES _____ NO _____

14 Do you foresee any special problems that should be considered in planning programs?

_____

_____

15 How long have you been working at the present facility?

_____ months _____ years

16 How long have you been the food service supervisor or cook-manager at the present facility?

_____ months _____ years

(If YES, please cut along this line and return to us in a separate envelope.)

Does your facility have a room that could be used as a classroom area for approximately 35-50 people?

YES _____ NO _____

Maximum capacity _____ (number)

N Name of Facility _____

Address _____

_____

Phone No. _____

March 74/dmh

**Questionnaire** (Page 3)

*MY WORK INCLUDES:* *(check YES for items that describe duties you perform, and check NO for items that you do not perform.)*

SAMPLE

| YES | NO | |
|---|---|---|
| _____ | _____ | Cook breakfast |
| _____ | _____ | Cook lunch |
| _____ | _____ | Cook dinner |
| _____ | _____ | Order dry stores from salesmen |
| _____ | _____ | Order perishable items from salesmen |
| _____ | _____ | Prepare orders for administrator |
| _____ | _____ | Interview kitchen employees |
| _____ | _____ | Hire kitchen employees |
| _____ | _____ | Orient new kitchen employees |
| _____ | _____ | Evaluate kitchen employees |
| _____ | _____ | Terminate kitchen employees |
| _____ | _____ | Check patient trays for accuracy and appearance |
| _____ | _____ | Keep a perpetual inventory |
| _____ | _____ | Keep tray cards up to date |
| _____ | _____ | Maintain diet card rand up to date |
| _____ | _____ | Regularly scheduled conference with administrator |
| _____ | _____ | Regularly scheduled conference with consulting dietitian |
| _____ | _____ | Regularly scheduled conference with director of nursing |
| _____ | _____ | Maintain a file of weekly dated menus |
| _____ | _____ | Write a weekly menu |
| _____ | _____ | Write weekly modified diet menu |
| _____ | _____ | Use standardized recipes |
| _____ | _____ | Maintain and/or explain sanitation in kitchen |
| _____ | _____ | Purchase kitchen equipment |
| _____ | _____ | Set and write policy statements for dietary department |
| _____ | _____ | Write procedures for kitchen operations |
| _____ | _____ | Plan in-service classes for kitchen staff |
| _____ | _____ | Write job descriptions |

*THANK YOU FOR FILLING OUT THIS QUESTIONNAIRE.*

## OTHER SOURCES OF ASSISTANCE FOR THE PROGRAM:

*RELATED INDUSTRY ASSOCIATIONS:*

**National Restaurant Association**
1530 North Lake Shore Drive
Chicago, Illinois 60610

**American School Food Service Association**
4101 East Iliff
Denver, Colorado 80222

**American Hotel & Motel Association**
Educational Institute
Kellogg Center, Michigan State University
East Lansing, Michigan 48823

**Club Managers Association of America**
5530 Wisconsin Avenue
Washington, D.C. 20015
- *Director of Education*

**Southern California Restaurant Association**
448 South Hill Street, Suite 612
Los Angeles, California 90013

**Hotel Sales Management Association**
358 Fifth Avenue
New York, New York 10001

**Food Service Executive Association**
508 IBM Building
Ft. Wayne, Indiana 46805

**California Hotel - Motel Association**
3311 Rowena Avenue
Los Angeles, California 90027

**National Executive Housekeepers Association**
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

**Association of Hospital Food Administrators**
840 North Lake Shore Drive
Chicago, Illinois 60611

**The American Dietetic Association**
430 North Michigan Avenue
Chicago, Illinois 60611

**California Association of Health Facilities**
1401 - 21st Street, Suite 202
Sacramento, California 95814

*EDUCATIONAL AND RELATED ASSOCIATIONS:*

**National Institute for the Food Service Industry (NIFI)**
120 South Riverside Plaza
Chicago, Illinois 60606

**Council on Hotel, Restaurant and Institutional Education (CHRIE)**
Suite 736, 1522 K Street, N.W.
Washington, D.C. 20005
- *Executive Vice President*

**CAL CHRIE** (California Chapter of CHRIE)
448 South Hill Street, Suite 612
Los Angeles, California 90013

**California State Department of Education**
721 Capitol Avenue
Sacramento, California
- *School Lunch Programs*

**California Community Colleges**
1238 S Street
Sacramento, California 95814

**California Dietetic Association**
1609 Westwood Blvd., Suite 203
Los Angeles, California 90024

## HELPS IN PLANNING YOUR CURRICULUM


Bloom, B.S., H. T. Hastings and G. F. Madaus
*Handbook of Formative and Summative Evaluation of Student Learning* (1971)
McGraw-Hill Book Co., Highstown, New Jersey 08520

Gronlund, N. E.
*Stating Behavioral Objectives for Classroom Instruction* (1970)
McMillan Co., New York 10022

Kibler, R. J., L. L. Barber and D. T. Miles
*Behavioral Objectives and Instructions* (1970)
Allyn and Bacon, Inc., Boston, Mass. 02210

Mager, R. F.
*Preparing Instructional Objectives* (1962)
Fearon Publishers, Palo Alto, Calif. 94306

McAshan, H. H.
*Writing Behavioral Objectives: A New Approach* (1970)
Harper & Row Pub., New York, New York 10016

Tyler, R. W.
*Basic Principles of Curriculum and Instruction* (1949; 29th printing, 1969)
University of Chicago Press, Chicago, Illinois 60637

## RESOURCE BOOKS FOR FOOD SERVICE EDUCATION

### *INDUSTRY JOB OPPORTUNITIES*

*Employment Outlook in Restaurant Occupations,* U.S. Dept. of Labor, Bureau of Labor Statistics, Bulletin No. 1450-112: Supt. of Documents, Washington, D.C. 10 cents.

*Handbook for Young Workers,* Bulletin 271, U.S. Dept. of Labor, Supt. of Documents, Washington, D.C.: 1965. 20 cents.

*Handbook of Job Facts,* James M. Murphy: Science Research Associates, Inc., Chicago, Illinois. $1.00.

*How to Prepare Yourself for Job Interviews,* Pamphlet No. LF 2:J57/20: Supt. of Documents, Government Printing Office, Washington, D.C. 20 cents.

*Youth You Supervise, The.* Bulletin 174, revised 1965: U.S. Department of Labor, Supt. of Documents, Washington, D.C. 15 cents.

*Manpower and Training Needs of the Food Service Industry.* U.S. Dept. of Labor, Supt. of Documents, U.S. Government Printing Office, Washington, D.C. (1964 National Conference Report.)

### *STARTING YOUR OWN PROGRAM*

*Bibliography for Hotel and Restaurant Administration.* Katherine Spinney: School of Hotel Administration, Cornell University, Ithaca, New York. No. 26, August, 1967: $1.00.

*Career Training in Hotel and Restaurant Operations at City College of San Francisco.* Hotel and Restaurant Department, City College of San Francisco, 50 Phelan Ave., San Francisco, Calif. $2.00.

*Council on Hotel, Restaurant and Institution Education.* Statler Hall, Ithaca, New York. 14850. (Send for information. Membership $50.00 per year.)

*Dictionary of Occupational Titles.* Vol. I and II. U.S. Dept. of Labor, 1965. Supt. of Documents, U.S. Government Printing Office, Washington, D.C.

*Guidelines for Establishing Training Programs in Schools - Quantity Food Preparation.* N.R.A., 1530 N. Lakeshore Drive, Chicago, Ill.

*Commercial Cooking for Prospective Hotel and Restaurant Employees.* Chadsey High School, Detroit Public Schools, Department of Vocational Education, 1354 Broadway, Detroit, Michigan. Publication No. 3969, TCH: $1.80.

*Man, Education and Work.* Grant Venn, American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C.

*Organization and Effective Use of Advisory Committees.* U.S. Dept. of Health, Education and Welfare, Office of Education 84009 Vocational Bulletin No. 288 (out of print).

*Organizing a Food Training Program, A Suggested Guide.* U.S. Dept. of Health, Education and Welfare, Supt. of Documents, OE-82015. Washington, D.C.: 35 cents.

**RESOURCE BOOKS (continued)**

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